EVEL
ONE

Christian Education

MAGAZINE

September-October 1946

Wesley Foundation, University of Oregon

The Church at Work on the College Campus

» IN THIS NUMBER «

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SPECIAL DEPARTMENTS

DIRECTORY OF METHODIST EDUCATIONAL INSTITUTIONS

DIRECTORY OF WESLEY FOUNDATIONS AND WESLEY FOUNDATION DIRECTORS

CHRISTIAN EDUCATION MAGAZINE

BOYD M. MCKEOWN, *Editor*

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Both . . . . . And

"As long as the Church continues to operate Wesley Foundations on tax-supported campuses, just that long we can expect our Methodist young people to go to state schools." The speaker was a sincere minister, a leader in his conference. The time of that statement, however, was more than twenty years ago. That was a period in which many persons honestly felt that there was unavoidable competition between Methodist institutions and Wesley Foundations. It is cause for gratitude that a great deal of water has gone under the bridge since then.

This issue of CHRISTIAN EDUCATION MAGAZINE is presenting both these interests as co-ordinate, supplementary components of one great program of Christian Higher Education.

Very few informed persons will question the place of the church-related college in this program. Its inestimable contributions as a pioneer in American Education command universal appreciation. The distinctive quality of its service today is widely recognized as indispensable to the Church and as a potent boon to society. The enhanced and continuing need for the peculiar ministry of the Christian College is becoming more widely understood each year.

The importance of the Wesley Foundation is also much more generally realized than it was twenty years ago. We now see that there are economic, geographic and other reasons why some Methodist young people should attend certain non-Methodist institutions. (There are hundreds of others now on state campuses who could and should attend Methodist schools.) We long, of course, to see more of the choicest of our boys and girls from Methodist homes enrolled in the institutions of our Church, but we know full well that our Methodist young people will not suddenly turn 100 per cent to Methodist colleges.

Only about one Methodist student in five now attends a Methodist college. The largest number of Methodist students reported in any Methodist institution during 1945-'46 was 1,550 in the University of Southern California. In contrast there were 4,000 Methodists in Ohio State University's student body; there were 3,410 at the University of Texas; at Illinois there were 2,200, and at Purdue, 2,170.

In the face of figures like these one readily admits that it is the business of the Church to follow its students to whatever campuses they choose to go and there to minister to them as effectively as the campus environment and available resources permit. Opportunities for an effective min-

istry to students in a tax-supported school are generally not as good as on a Methodist campus, but, even so, these students must not be neglected. They are our own young people, and their leadership will help to shape the future.

It is not a question of either, or; it is a matter of *both* the Church-related college *and* the Wesley Foundation. The times demand the greatest possible service and influence from each, and that in turn calls for far-visioned leadership and for our most loyal and generous support. B. M. M.

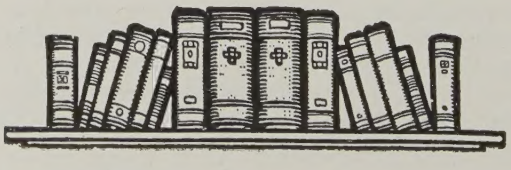
Creatures of Faith; Measures of Faith

When America's sturdy pioneers marching westward across the Continent took with them a purpose that their children should enjoy the privileges of Christian Education, they displayed a great and creative faith. Like the storied Johnny Appleseed, they planted for the future, and the founding of every frontier college was an act of deep and implicit faith—faith in the future of the country they were so sacrificially helping to develop, faith in education and its power when rightly motivated to increase the individual's vocational and social efficiency while bringing to the entire group a higher standard of life, faith also in the potency of the Christian message and in the unerring guidance it holds for every man in every situation.

In more recent years we have seen a powerful faith exhibited by many founders of Methodist student work on tax-supported campuses and by those who serve as directors of struggling Wesley Foundations. In many of these situations the beginnings have been small and the resources have indeed been slender.

In a real sense both our Methodist Colleges and our Wesley Foundations began their careers as *creatures* of faith. They stand today as *measures* of our faith. Meager and inadequate support may in some situations be interpreted as evidences of an unawakened faith; in other cases it may be an indication of a lost or shattered faith; but in either instance the need is the same.

If an active, aggressive faith cannot be stirred in the Higher Education program of a Conference and in the centers through which it finds expression a scientific study should be made. Then, in the light of needs revealed, a balanced and challenging program of Higher Education should be launched accompanied by an appealing and persistent campaign for a strong and expressive faith in both the Christian College and the Wesley Foundation. B. M. M.



*The Minister and Christian Higher Education**

BISHOP FRED PIERCE CORSON

(Reprinted from *Christian Education* September, 1946)

THE most important issue before the world today is the question, "How are the leaders of the future to be educated?" What can be done with the resources and opportunities available for rebuilding the world will be indicated by the kind of education the rebuilders are to receive. Many factors, of course, must be taken into account in any prediction of the future, but education stands in the forefront of these molding elements which will shape the things to come.

Through the experience of former years, Christian people should be aware of the strategic importance of education. Because we are to have a new world, revolutionary in the changes which will characterize it, is no reason for ruling out the past as a guide to the present in building the future. In its broadest aspects, which include within the scope of its efforts morals and manners, personality and character, analysis and synthesis, as well as training in professional skills, education is largely responsible for what already has happened in our world. The authoritarians of the Twentieth Century used education to make their abortive rule possible; and by means of a distinctive educational pattern the "typical American" in thought, word, and deed has acquired and developed his characteristics.

The power of education in molding personality and in shaping the course of human history has been amply demonstrated and can be ignored or minimized only at our peril. An alertness to this fact is evident among the social, economic and political groups which seek to fix their theories upon the world now in the making. And the Church, once so conscious of the power of education as a tool for establishing its conviction about life, again must reappraise the value and the relationship which education and religion sustain to each other.

Education's importance in postwar reconstruction has been signalized by the concern of the occupation nations with the establishment of new educational systems within the occupied countries. The philosophy of education, its objective, its content and its methods have been given consideration in the re-education of the defeated.

* One of the pressing needs of this age is for ministers to be more alert as to their opportunities and responsibilities in Christian higher education. The Council of Church Boards of Education requested Bishop Corson to prepare this statement. Out of his extended experience as President of Dickinson College and now Bishop of The Methodist Church in the Philadelphia Area, Bishop Corson has written with clarity and conviction.

Inescapable Conclusions

Certain significant conclusions for the Church are clearly evident from these experiences of the past and present. Stated briefly, they are:

1. Education can change personality.
2. Education is a primary consideration in molding social and political groups.
3. Education, to be effective constructively, is not easily devised or applied.
4. Education is a major concern now for all peoples committed to a better world state.
5. Organized religion, expressed through the churches, must seek to use education as a method and direct it as a power.

The American Scene

In America, education is a big business, at present concerned with mass production. There are, or soon will be, between two and three million people enrolled in our colleges and universities. To assume that the proper educational pattern for these United States is fixed and needs only to be applied in larger measure is to close one's eyes to the deficiencies of the products of American education and to miss completely the nature of the activities now taking place in the name of education. Significant reports, representing long and careful research, are being released by educational foundations and institutions of higher learning. Matching these pronouncements, the voice of the Church now should be restating and reinterpreting its historic position with regard to higher education, and a much wider understanding of that position should be encouraged among all churchmen.

Movements in higher education which will produce fundamental changes are under way in these United States. They foretell the coming struggle for the control of these personality-developing forces. The Church, through its laymen and clergy, must be alert and urgently contending for conditions which will give opportunity for advancement of the Christian point of view in education.

The Issue

The importance of education now must not lead us to assume that the real issue is that of education or no education. Education there will be, with easier access and wider availability. The issue before us at present, however, centers in the kind of education we shall promote for our world.

After the first World War, Western civilization was warned that it was in a race between education and catastrophe. This statement proved to be an incorrect observation of the elements affecting the world outcome. The possibility that education could go over to the side of catastrophe had been overlooked; but, to a brazen degree, that is what happened in Europe and the Orient, and to a respectable, but nonetheless deadly, degree in the democracies of the West.

Today, following World War II, the warning must be sounded regarding the survival of Christian civilization, the future of which depends upon the dominance of good over bad education in the world.

Any amount of religious sentiment will not offset the plague of efficient education which is pagan or barbaric at its core. Before the good world evolves and the good life emerges, proper education must be employed to develop growth, understanding, capacity, and purpose as it relates to this life on the higher levels for which the desire of men is the seed.

What Is Good Education?

Therefore, the important question concerning education for the man in the street, the minister in the parish, and the professor in the college is fundamentally the same. It centers in the recognition of *good,* as distinguished from *bad,* education. To arrive at the correct answer to the main question, a preliminary question as to what education is expected to do for the individual and his world must be raised. Western civilization during the Twentieth Century has been satisfied with a secularized education which has brought to its students a measure of social and economic success. Beyond that, education has not been expected seriously to render service. In the language of the President of St. John's College, Oxford, Sir Cyril Norwood, the result has been to breed "a population that is predominantly pagan which believes that education is merely a process which prepares you for an examination in order that you may get a job." In emphasizing the necessity for education to enable a person to become "better off," we have overlooked the more fundamental necessity of making people "better." Overdeveloped on the side of securing the things to live with, education has been sadly deficient in providing those points of view which give a person something to live for.

In the light of past world events and present social conditions, it is not surprising that this corruption of education, having been weighed in the balance of man's highest hopes and most pressing needs, has been found wanting.

The conclusion is dawning upon the world with inescapable and awful finality, that, if they are to be effective, an additional element must be injected into our modern systems of education. This element must supply life with a valid and satisfying meaning. It must empower education to equip a person with those inner controls of life which spring from deepened and enriched personality and which direct the outward environmental circumstances of his existence. Moral education is a step in that direction, now widely recognized, but moral education based upon ethics minus religion will not meet this urgent requirement. Kept purely upon the human level, controls for the good life will not hold under the selfish and evil pressures of modern society.

Accounting for the present inadequacy in education, the late Archbishop of Canterbury, William Temple, stated the case succinctly when he said that students, given knowledge of this world, from which God is left out, will think of themselves and their world without reference to God.

In our evaluation of what is *good* education, we have come to the realization that a unifying principle, dispersing the aimlessness of our current educational systems, with their incidental purposes and their unrelated intellectual interests, must be found. And the only position which the Church can take regarding that unifying principle, with the assurance that it can be defended in education as in all life, is its identification with "religion as the supreme human discipline."

An Open Door

There are many indications that this Christian philosophy of education for which the Church stood originally, then lost interest in but now looks to as the hope of the world, is "an idea whose hour has come." Our world-wide educational systems are in a fluid state. The costly results of bad education, terminating in character degeneracy and material destruction, smolder in world ruins. The paganizing tenden-

cies in the secular education of the now dominant nations are soaking through the thin veneer of custom and tradition. The man in the street is astir to the need of a voice which "speaks with authority and utters words of life." Molders of public opinion have been advancing this idea. It remains for the Church to supply the forms for the expression of this idea in education.

The hour has arrived for the Church to say with conviction and compulsion to a world groping for educational light: "That which you seek in confusion of mind and blindness of spirit we now clearly reveal unto you."

The Church's Call

The Church has given the world a philosophy of education, a tradition in education and, through its system of church-related schools, a vehicle for education. These aids to the more abundant life individual churches and church adherents must empower if a Christian point of view is to pervade modern life and thought.

The historic position of the Church in education, expressed through its institutions of learning, offers a counter-influence to those educational procedures and philosophies which "lessen the individual's spiritual perception, subordinate spiritual values, and educate away from the Church."

Churches, their ministers, and people cannot afford to neglect these dependable sources of education for their leadership, both in the pulpit and in the pew. Nor can they view with equanimity the creation of an atmosphere in community life which encourages vital religion to be thought of as inconsequential, and expect the Church as an institution, or religion as a force, to acquire the power and influence needed for the moral and spiritual undergirding of sagging life in a disintegrating world.

The Minister's Opportunity

In developing the strategy which will give Christian education on the college and university level its chance, the minister emerges as the key man. The practical services he can render to the cause of Christian higher education by means of his parish contacts and leadership is the one hope that in these darkened days the torch of Christian truth will be lifted high upon the wings of the intellectual spirit.

At least six greatly needed services to the church-related colleges he can render while performing his regular ministerial duties. As a collaborator with the colleges, he can define in the language a layman can understand just what the church-related college really is, emphasizing its character, purpose and qualifications as an educating agency of unquestioned academic reputation.

As an ambassador, he can create friends for these institutions among his acquaintances whose support will be valuable.

As an interpreter, he can direct the thought of earnest and sincere parents to the significant qualities to be sought in selecting a college for their sons and daughters.

As a counselor, he can guide the most promising, as well as the neediest, to the doors of the church-related colleges, both of whom he is equipped and eager to serve.

As an example, he can enlist the interest of talented young people in opportunities for Christian service and bring college and candidate together in relationships which will prove most helpful to the student and most rewarding to the Church.

As a champion, speaking for these colleges, he can speak also to these colleges, aiding, encouraging and admonishing them as they seek to find

and fill their places in the family of Christian institutions.

It is said that when Aristotle, the teacher of Alexander the Great, reminded him, on the eve of his world conquests, that he was a Greek and would need to guard carefully against the possibilities of barbaric inroads upon his Greek culture, Alexander the Great replied that his teacher had failed to charge him with his real responsibility—to give those with whom he came in contact a Greek mind.

The preservation of Christian culture is highly essential and seriously threatened, but its extension through the personality-molding process of good education provides the most helpful assurance of its preservation.

In the struggle for a dominating world culture, where the choice soon may reach and pass the point

"forever
'Twixt the darkness and the light,"

let the ministry of the Church, with the humility of the scholar and the resolution of the Crusader, uphold the Christian way in education which gives both light and life.

From: *The Journal of the NEA*, January, 1946

LIBERAL EDUCATION develops a sense of right, duty, and honor, and more and more in the modern world, large business rests on rectitude and honor as well as on good judgment.—*Charles W. Eliot.*

* * *

The Christian college sets before itself as an ideal the highest culture, the truest relationships and a personal knowledge of Jesus Christ. It believes in character and culture; godliness and knowledge; piety, morality and learning. — *Bishop William F. McDowell.*

A Good Idea

Pratt, Kans.
June 7, 1946

Christian Education Magazine,
810 Broadway,
Nashville, Tenn.

Dear Friends:

Here is a suggestion that might be of value to other Churches. About a year ago you published in your magazine the pictures of Institutions related to the Board of Education of the Methodist Church. Since most churches do not have enough copies of the magazine for general use and ours is no exception, we used this method: Our Bulletin Board in the main entrance is 30x48. We took a large cardboard of the same size and on it pasted the pictures as cut from the above issue. We used the display at the time, and again this year at graduation time. It is interesting to see the young people and adults studying this poster and to note their surprise at the large number of institutions related to our Board.

Sincerely yours,

Faye Burritt Emery,
Pastor's Assistant.

* * *

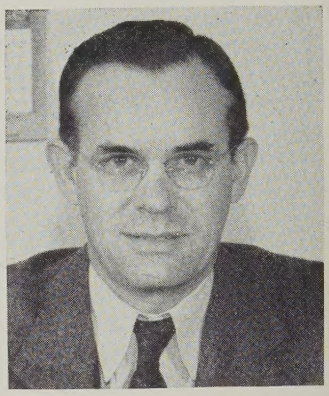
We should pray for colleges because in so doing we pray for everything else. In the present members of our colleges we have the future teachers and rulers of our nation—the professional men and women of influence of the coming generation—the rising hope of our country, the church and the world. In praying for them, therefore, we pray for our country in its magistrates; for the church in its ministers; for the world in its missionaries; for every good cause in its future agents and representatives; for all the stream of influence in their foundation and their source.—*John R. Mott.*

And So I Teach in a Christian College —A Symposium

1. *For Two Reasons*

LLOYD M. BERTHOLF

Dean of the Faculty, Western Maryland College
Westminster, Md.



THERE are two reasons that I teach in a Christian college—myself and the Christian college.

As for myself, I received my own college education in two small denominational colleges in Kansas. During those days I determined to devote my life to Christian service. But my interests were not primarily in the direction of the ministry but toward the biological sciences. Medicine had a great attraction, but I preferred to have my actual contacts with normal rather than abnormal people, and with youth rather than all ages. Research in biology likewise appealed to me greatly. Moreover, there was the fortunate awarding of an assistantship in biology at a great university, which seemed to be a providential opening toward the field of teaching. And so I became a college teacher.

But why do I teach in a *Christian* college? I have not always done so. My first, and very pleasant, experience was in a large state woman's college. But when I resigned there to go back to the university for more training, another chain of events directed me to Western Maryland College. That was 22 years ago. Since then I have resigned once, have had two leaves of absence, have had a half dozen offers at other institutions, but here I remain. I do not know that I shall ever leave. But if I do, it will be to go to another Christian college.

For I am not interested in education merely for education's sake. Knowledge without character is to me the most dangerous thing in the world. I want to teach in an atmosphere where spiritual values are rated high, where God is recognized as the source of all that is good, where character and service are considered the chief aims in life, where the standard of conduct is "What would Jesus do?" I know that such an atmosphere is never fully realized, and I recognize that merely to call a college "Christian" is not necessarily to make it so. Likewise a publicly supported institution need not by that fact entirely neglect religion.

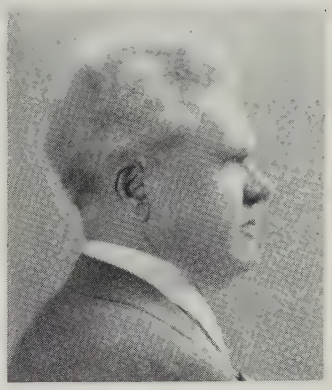
But on the whole I prefer to cast my lot with the Christian college—its students, its faculty, its administration, its alumni, its constituency. These are my kind of people. I want to see a continually increasing tie-up of good rigorous intellectual training with the Christian philosophy of life; I want to see the Christian college prosper.

And so I teach in a Christian college.

2. *By Chance? I Don't Think So*

LEROY ALLEN

Professor of Religion, Southwestern College, Winfield, Kans.



WHEN I started teaching 40 years ago in a little Covenanter College, I had never taught a day—not even in Sunday school. I wanted to prepare for law, but had no money. So I taught. The college paid $60.00, but compensated for low salary by high honor! Without graduate work, experience, or knowledge of my subjects, I ranked as full professor—full of nothing but youthful conceit! But I found my vocation the first day. Teaching two classes before chapel, I said, "This is my life work!" Years after I realized my sudden love for teaching was merely delighted discovery I could teach, at least get through class periods without running out of something to say! The world looked wonderful! So did the kids. Every girl was pretty, every boy a gallant youth. They still look like that. I never changed my mind about my calling. I would not trade for any other work.

My choice may have been chance, but I don't think so. The reason was in me—in my religion or philosophy of life. I am a radical. Had I been in the Garden of Eden, with free speech allowed—or forbidden—I should have walked with God in the cool of the evening and suggested that an axe be laid at the root of the tree of evil. Being a teacher, I should not have asked for the job of chopping the tree down. Advice was my forte! I should also have recommended planting so many good fruits Adam and Eve would have had no time for temptation.

Later I realized I had followed the example of Jesus. He was a radical too; He came to transmute the kingdoms of this world into the kingdoms of our Lord. Yet, tempted to choose direct action, He chose teaching young adults—men and women—as the most radical, effective way. Reactionaries are right in rejecting free teaching of truth!

If Christians neglect or hamper the church college, it will be because they have given up the divine design of establishing Christ's Kingdom on earth to pursue minor objectives. He taught us to pray: "Thy Kingdom come! Thy will be done on earth as it is done in heaven!" The heavenly kingdom, defined by Jesus as the doing of God's will on earth, must include a multitude of things He wants done by many peoples. It's the biggest job there is! How else can it ever be done except by training youthful, enthusiastic leaders to thrust forth laborers to help Him build that kingdom? And so I teach in a Christian college. When you think of all that is involved, it's the biggest teaching job there is!

3. *An Experiment in Christian Living*

MRS. LESSIE MAE HALL STONE

Associate Professor of Religion, Huntingdon College, Montgomery, Ala.

MY experience in teaching in a small Methodist college for a number of years makes me feel that it is an ideal place to make religion vital in life. Academic courses which form a definite part of our curriculum afford opportunity to stimulate student thinking, discuss student problems and help students develop a Christian philosophy of life as well as acquire knowledge. There seem to be class situations where we are justified in discussing problems which students raise. For example, someone wants to know how the paleolithic age and the neanderthal man can be reconciled with the stories of Genesis. Why not encourage them in their attempts to reconcile courses?

Our philosophy is that religion requires all our intelligence if we are to apply it to life situations. Ideas gained from sociology and political science are needed if our efforts to build a Christian society are well directed.

In our college, students are not subjected to the withering sarcasm of atheist professors. Our teachers present the findings of scientific research and at the same time are known to their students as persons of positive religious character. This type of faculty helps answer many problems and indirectly reinforces the work of the department of religion. This becomes obvious when some student declares that after having studied evolution with Dr. —— his faith can never be shaken by any half-cocked ideas flaunted for rebuke in the name of religion. Other professors open up areas where we may help students in their thinking as they attempt to integrate religion with life.

In our program of student activities religion is as important as anything which we do. We have the satisfaction of real work as we project plans, solve problems, and evaluate our work. The students of our all-campus religious organization, under the supervision of our department, plan and conduct a worship service once a week for our college assembly. When students prefer these to sermons and talks from ministers we feel that the time and effort spent are not wasted. It is rewarding to see their concern that ideas presented are intellectually respectable and pertinent for campus situations, that advance preparation cares for all details so that the service moves with dignity, that the physical setting helps them develop a true spirit of worship, and that the shortcomings and effectiveness of each service be recognized and evaluated.

Racial understanding is approached in various ways open to us. Suffering students around the world and needy people near by afford us opportunities for tangible service.

We make an effort to emphasize real religion rather than narrow denominationalism. The ecumenical spirit has begun to function on our campus where we work together without thought of Methodist, Baptist, Presbyterian, Jew or Catholic. At the same time we plan that each student shall be identified with her own church. Different organizations for the various groups help them

(*Continued on page 14*)

4. *Reliving the Past While Working for the Future*

JENNIE TATE

Dean of Women and Professor of Mathematics, McMurry College, Abilene, Texas

IT was interesting back in 1923 when McMurry College first opened its doors to students to be in on an enterprise in which everyone from the president to the janitors had such faith. The College had come into being as the result of a long-cherished dream and of tireless effort on the part of Doctor James Winford Hunt, its first president, and his enthusiasm for McMurry College and for the small denominational college in general was contagious. He believed that such institutions were essential to the life of Methodism and the zeal with which he declared that faith made it easy for me, a former parishioner of his, to accept employment in the new institution.

From the beginning I have thrown myself into the task of trying to help humanity through living with and for our campus young people as they pause briefly in our corridors and classrooms before going out into the world. It is a final opportunity to give them a bit of training and guidance before they move into an area where they must carry on upon their own responsibility.

The difficult job of teacher in the small church college is not without its compensations. For example, when one surveys the rolls of the Methodist conference within which McMurry is located, one realizes that the College is rendering a large service to the Church and has in the past made significant contributions to the lives of McMurry men who are now serving as pastors. The same can be said in a survey of membership of other near-by conferences. I cannot help taking pride in the fact that dozens of these young men were students in my classes when they were undergraduates at McMurry.

Mine is a definite conviction that mathematics helps those who study it to think straight and to love truth and logic. I have experienced, and through the years I have coveted for my students, the joy that lies in an accomplishment that can be definitely realized. I think these factors help to keep me working in the job I am in. When a problem has been solved no one can take away the knowledge that it is done and that the task has been carried through to a logical conclusion. One realizes that this has been achieved through straight, hard thinking and the result is a deep feeling of satisfaction.

All of this may sound idealistic but when one sees the abilities of former students assert themselves constructively and effectively in life situations one cannot but realize that idealism in this case carries with it a great core of practicality. Yes, there is decided enjoyment in watching the development of the students

after they leave the college and there is satisfaction in realizing that their successes are in part the successes of their teachers. Therein lies compensation for many denials, financial and otherwise.

Now that the children of the first generation of our students are beginning to come to McMurry there is pleasure in the comparison of father and son—mother and daughter—reliving the past while working for the future.

There is satisfaction in knowing that while student bodies change and campuses and buildings improve the alumni like to see the faces of former faculty members and to enjoy visits with them when they return to the campus. This is another of the things that keeps me wanting to stay on in the work that I am doing. There is pleasure in knowing that these former students count upon seeing us when they contemplate a visit to the campus.

And finally the working, playing and worshiping with the student body as one can do in a small denominational college keeps one ever young in spirit and in purpose. The challenge that comes from association with wholesome youth is a stimulus to life and growth that has no comparison.

(*Continued from page 12*)

make the contacts and adjustments necessary because we want them to learn good churchmanship. Tours to various churches acquaint them with the worship, customs, and beliefs of various faiths.

The administration of our college has planned that religion have an important place in our total program, not only supporting what we initiate but planning and directing even larger things for our growth and development.

Travel Map Being Reprinted

One of the most popular and helpful pieces of special literature issued by the Board of Education in recent years is the Travel Map produced and distributed by the Division of Educational Institutions. It was intended as a guide to tourists and as an invitation to them to stop and visit campuses of Methodist Institutions that might lie along their routes.

Ironically enough, however, it came from the press only a few weeks before Pearl Harbor and much of its contemplated usefulness was thereby defeated. Nevertheless some fifty thousand copies have been distributed in five years' time and now the map is in process of being brought up to date for reissuance. It is hoped that it will be ready to send out by mid-autumn. It is not too early to mail a card now requesting a copy. Address, Department of Public Relations, Division of Educational Institutions, Board of Education, 810 Broadway, Nashville 2, Tenn.

Plans for the establishment of a Reserve Officers Air Corps unit have been advanced to the board of trustees of American University (Washington, D. C.). Professor Charles E. Lane, Jr., who has been developing the proposal, states that the Army has indicated its desire to set up an air corps unit of 150 men on the campus in connection with the project.

The first celebration in Mount Union College's (Alliance, Ohio) centennial year was held recently when the Alliance Chamber of Commerce sponsored a banquet on the campus. Chamber officials paid special recognition to the school, and souvenir programs carried pictures of the college. The school was founded October 20, 1846.

I Like My Job—A Symposium

1. *Out on a Limb*

JOE BROWN LOVE

Wesley Foundation Director, Vanderbilt, Peabody and Scarritt, Nashville, Tenn.

I LIKE to do a job directly related to the growing edge of life. I believe the Methodist Student Movement is one of the most significant forces at work on the present-day frontier of personality and social development.

"Out on a limb" was a phrase used frequently by one of my professors in referring to a minister on any job other than in the regular pastorate. It implied that he had gotten out of the usual line of ecclesiastical recognition, promotion, and advance in salary. The term conveys a graphic recognition that such a person is subject to the vagaries of circumstance and opinion, and may suffer from the "prunings" that come with reaction or retrenchment. The risks involved and the negative interpretation are obvious. However, there is another side to the picture.

It is "out on a limb" that most growth takes place. It is there that the fruit is borne. It is out on a limb that vital resources are exchanged by the tree and the surrounding environment. By this exchange the tree receives a part of the substance which gives it form and reality, and which makes life possible. By it the air is purified and made clean. Right action at the growing edge is essential for mutual benefit.

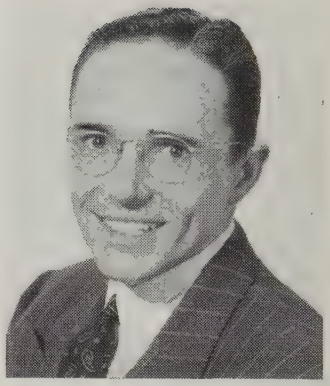
In the sense of being in this strategic area of growth I am glad to be "out on a limb." There is an unusual opportunity for direct and intimate contact with personality at the formative stage. Student days are days of major decision. Vocation, lifelong associations, and a partner in marriage may be selected. The very quality of personal life and social relationships and the basic concept of self, the church, the community, and the fundamental values in human life may be determined largely during college years. In the rapidly moving life of the transient college community decisions hang in the balance. Old routines are gone; pressures of home and community groups have faded; new pressures are forming; standards are in conflict; and ideas are clashing. Old wrappings of habits and impressions will almost inevitably fall away. Too often there is little left in the package. It is not enough to "save their faith." Usually there must be a "new covenant" dynamic enough to provide a tangible guide and satisfying resources for living. A new philosophy and new loyalties will form. A creative Christian faith should be their nucleus. A creative Christian life should be their expression. Neither of these will happen by ac-

(*Continued on page 25*)

2. *Their Honest Confusion, Their Hopes and Fears*

PAUL DEATS, JR.

Associate Director, the Wesley Foundation, University of Texas, Austin, Texas



I AM selfish about my job; I like what it does *to* me and *for* me. My constant companions are young people who are thinking, evaluating, and choosing as they are challenged by new ideas, new concepts, and new problems that come with college living. To work with such people is a constant pull to more accurate thinking, greater understanding, and deeper commitment.

I like my job because of these students with whom I work. They are away from home and need friendship in a group which makes them feel they "belong" and "count." They are in a new sea trying to stay afloat with old equipment, and they are willing to examine new equipment.

They are confused by a society which presents problems even their elders cannot understand or answer. They have an idea of what the problems will mean to their lives and they are fearful. And yet they dream of happy homes and meaningful work and a "sense of security." In college their confusion is confounded because each professor has his "solution." I love these students because of their honest confusions, and because of their hopes and fears.

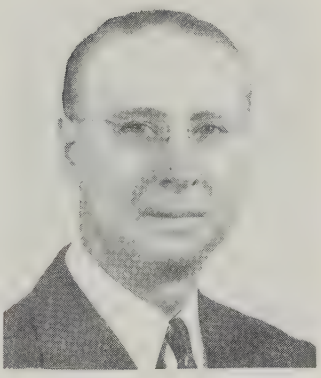
But I think I love the students (and my job) mainly because these young people are desperately eager to down their fears, realize their hopes, and bring integration out of confusion. They are young enough and eager enough (some would say foolish enough) to be willing to listen to new ideas and try new solutions. Mingled with this willingness to learn is a reluctance to turn away from the old because of love and respect for parents in whose lives they have found so much good. With students so sincere in their quest, it is a rare privilege to try to discover Jesus, the meaning of his life, and the demands of discipleship.

Watching these young people grow brings to mind again and again the thoughts: "Be not conformed . . . but be ye transformed by the renewing of your minds . . . "; "Beloved, now are we become the sons of God, and it does not yet appear what we shall be. . . ." These are the leaders, lay and ministerial, of church and state, with whom I work. I thank God for my job. Over and over I ask that I may do it in the spirit of Paul: "Not that we might have lordship over your faith, but that we might be helpers of your joy."

3. *The Campus Shapes the Future*

HERMAN N. BEIMFOHR

Director of Wesley Foundations and Clubs, Southern California-Arizona Conference, and Director of the Wesley Foundation at the University of California, Los Angeles Campus and at the Los Angeles City College



DO you feel about your job as I feel about mine—that it is the most important job in the world?

I believe that this is the central reason that I was drawn to the job of a Director of a Wesley Foundation in the first place and remains the reason why I am in it still.

Why is it significant? you ask. It seems so obvious to me. It is significant and strategic because the majority of our Methodist students are in the tax-supported colleges and universities. The church must be with its students where they are. Today's students are tomorrow's leaders. The campus shapes the future.

This kind of talk tends to sound ominous so take a look at the lighter side. It brings deep satisfaction to associate daily with one age-group of youth and share their "growing pains" and their abundance of hilarity. There is never a dull moment. You never seem to grow old: you are always one of them.

Another uniqueness of Wesley Foundation work is that there are no barriers unless you yourself make them. The work is "voluntary." No student "must" participate. He comes because he wants to come. The "curriculum" is flexible and can be changed to meet the immediate needs of students. The entire program and organization is created and conducted by the students themselves. Out of this practice there is variety for the Director. He teaches, preaches, counsels and guides the total program, and in each he must strive to be "tops."

To do this a minimum of "machinery" is required. The organization is at a minimum and the meeting of individual needs at a maximum. Nothing needs to be done because it has been done before. Experimentation in the educational procedures is natural.

Of course there are times of discouragement. You are dealing with growing youth, not mature adults. Things will often fail to function the way that you may think that they should. Hundreds of students will pass you by because the program is an elective and not a requirement. In four years time the personnel of the entire group has changed. How would the pastor of a local church feel if he knew that in four years the members of his congregation would all be moved out of his community and he would be compelled to recruit an entirely new group?

The truth is, I like my job because Christ loves youth—they hold the future in their hands and hearts —and I love Christ.

4. *After 23 Years*

G. EUGENE DURHAM

Director, Methodist Student Foundation, Northwestern University, Evanston, Illinois; Formerly Wesley Foundation Director, Cornell University, Ithaca, New York

AFTER 23 years in Student Work as a Methodist University Pastor I sometimes wonder if I would have liked other phases of the Christian ministry as much as I like this job. I hope I would. However, I recall that when a particularly tempting offer came a few years ago to change to another type of ministry, I decided to stay in Student Work.

Why? I presume the chief answer is that I like to work with college youth. They are in the midst of a significant period of their lives during these years in college. They are growing in their knowledge of facts and of life. It is a time when many of them are particularly open to the challenge of Jesus and a call to dedicate their new knowledge and training in whatever field of work they enter.

The fact that many college young people arrive on the campus with no really vital religious faith is a challenge to me. Others come to college with an outward set of actions and words they inherited but that have not become really a part of them so that in college they begin to question these. Such students are also a challenge that grips a student pastor.

I like my job because it means having hundreds of students in our home. My wife and I have sought to make our home truly a "home away from home" for students. We have ourselves been blessed as we have come to know intimately many fine young people.

I like my job because of the vision and forward-looking emphasis of youth. Their dissatisfaction with bigotry, whether personal, class or national, and their desire to help build a better world, are always a stimulus. Their enthusiasm demands continued growth and rededication on my part.

I enjoy the privileges I have of sharing in youth institutes, youth conferences, Religious Emphasis Weeks on college campuses, and national gatherings of young people. As I watch students face up to the implications of the life and teachings of Jesus, for their lives and for society, I always experience a new sense of hope for the future. As I hear young people discussing "The Mission of the Church," for example, and then planning how they can use their lives to help the Church achieve its mission in the world, I thank God for the privilege of working with our Methodist youth. Yes—I like my job.

Our New College Presidents

1. William W. Edel

Dickinson College, Carlisle, Pa.

CAPT. William Wilcox Edel, Chaplains Corps, U. S. Navy, was recently elected 22nd president

of Dickinson College. He succeeds Dr. C. William Prettyman, who was named to the post temporarily in 1944, when Bishop Fred Pierce Corson, then president, was elevated to the Episcopacy of The Methodist Church.

A native of Baltimore, Captain Edel graduated from Dickinson College in 1915 with Phi Beta Kappa honors. He received an A.M. from the college in 1917 and an honorary D.D. in 1935. He was also awarded a D.D. by Hobart College in 1944 and an L.H.D. by Keuka College that same year. He graduated from Boston University School of Theology with an S.T.B. degree in 1918. He has also done graduate work in the Philadelphia Divinity School, the Church School of the Pacific, and the Pacific School of Religion, both at Berkeley, California.

Captain Edel retired from the Navy in July, in his 30th year of service. Entering the service as a Lieutenant Junior Grade on June 11, 1917, he was promoted through the various grades and to Captain in 1942. During World Wars I and II, he saw service afloat and ashore. He holds a number of awards and decorations.

Historian of the Chaplains Corps for 25 years, he has published many articles on this subject. From 1924 to 1926 he was superintendent of education of American Samoa.

During his Navy career, Captain Edel has made two unusual contributions. He was the designer of "The Three-Way Altar" for use in converting Navy Chapels for worship of Protestant, Catholic and Jewish groups. He is also the designer of "The Mariners' Cross," the emblem of Navy chaplains' activities.

2. Dr. Herbert Jackson Root

Kansas Wesleyan University, Salina, Kansas

IN May, 1946, Dr Herbert Jackson Root, pastor of College Hill Methodist Church, Wichita, Kansas, was elected president of Kansas

Wesleyan University to succeed Dr. E. K. Morrow, who was then retiring after eight and one-half years as head of the institution.

Dr. Root assumed his duties at Kansas Wesleyan on August 1. He is a native of New London, Connecticut, and received his early training at Yale-Preparatory School, Norwich, Connecticut. From there he went to Rhode Island State Teachers College, from which institution he graduated in 1908. He received degrees from Northwestern University and Garrett Biblical Institute in 1912 and 1913 respectively. He also has a Doctor of Divinity degree which was conferred upon him by Kansas Wesleyan in 1941.

Prior to his coming to College Hill Methodist Church as pastor, Dr. Root served some of the leading churches in the Central Kansas Conference. Under his leadership at College Hill, that church became the largest congregation and also developed the largest church school in the Kansas-Nebraska Episcopal Area.

Dr. Root has been a member of three General Conferences of The Methodist Church and has served as a member of the General Board of Pensions of the Church. While at Wichita, he was president of the City Council of Churches; he has also been very active in civic, community, and fraternal affairs. He is a member of the Lion's Club, the Chamber of Commerce, and the consistory of the Masonic Lodge.

A liberal education is that education which teaches men to understand each other, to understand the life around them, and how to live with each other. If democracy is to succeed in this country every citizen must have such a liberalized education.—*Charles H. Blake, Music Educator's Journal.*

3. W. D. Mauldin

Port Arthur College, Port Arthur, Texas

MR. W. D. Mauldin, recently elected president of Port Arthur College, Port Arthur, Texas, is said to be one of the youngest college presidents in the Southwest. A native of Winslow, Arizona, he,

with his family, came to the Texas Panhandle when he was five years old and was reared in Dallam County, the extreme northwestern county of the state.

Mr. Mauldin's education began in the public schools of Texas and was continued at Hardin-Simmons University, Abilene, Texas. He received his B.A. degree from this institution in 1932 and later received an M.A. degree from the University of Texas at Austin.

For thirteen years he served successively as teacher, high school principal and city superintendent in the public schools of the state. In the spring of 1946 he came to the headship of Methodism's unique Port Arthur College. As president of this institution he will guide the destiny of an outstanding business college and will also have general supervision of a radio station owned by the college.

He succeeds Dr. G. M. Sims, resigned.

4. Howard C. Ackley

Green Mountain Junior College,
Poultney, Vermont

DR. Ackley received his B.A. degree from the University of North Dakota, his S.T.B. from Boston University School of Theology,

and his D.D. from Wesley College, Grand Forks, North Dakota.

He has held pastorates at Beltrami, Minnesota; Hope Street, Providence, Rhode Island; Williamstown, Massachusetts; and for the past twenty years has been pastor of Trinity Church, Schenectady, New York.

Dr. Ackley has been actively interested in the educational work of the Troy Conference. He has been Chairman of the Graduate School of Ministerial Training for the past fifteen years, and during much of that time he has been a member of the Board of Ministerial Training. He has also served as President of the Commission on World Service and Finance of the Conference for the past five years.

Dr. Ackley has been active in community affairs. While in Schenectady he served on the Board of Governors of the Community Chest and was director of the Finance Campaign of the Chest.

5. J. Rolland Crompton

Headmaster, The Pennington School,
Pennington, New Jersey

DR. J. Rolland Crompton, newly installed Headmaster of The Pennington School, was born in the Methodist parsonage at Unadilla,

New York, son of the Rev. John S. and Lucia R. Crompton. Together, he and his father, now retired, have given over eighty years to the ministry of the church.

Graduated from the Binghamton Central High School in 1916, Dr. Crompton entered Dickinson College and later transferred to Syracuse University, receiving the A.B. degree from that institution. From Drew he received his B.D. and in 1944 Dickinson conferred on him the degree of Doctor of Divinity.

He was received into the Wyoming Conference in 1920, serving various charges until his appointment as Superintendent of the Wilkes-Barre District in 1941. In the Conference he was Treasurer of the Conference Claimants Funds, member of the Board of Ministerial Training and President of the Board of Education. He was a member of the General Conference and the Northeastern Jurisdictional Conference of 1944.

At the close of his fifth year in

the Superintendency Dr. Crompton was elected Headmaster of The Pennington School, one of the oldest preparatory schools in the country. It is sponsored by the New Jersey Conference.

He was installed at impressive ceremonies on May 10 with Bishop Corson delivering the charge and with Bishop Richardson and Doctors G. W. Henson, F. A. De Maris and Francis Harvey Green, Headmaster Emeritus, participating.

6. John D. Riddick

Blackstone College, Blackstone, Virginia

MR. John D. Riddick, the newly elected president of Blackstone College, Blackstone, Virginia,

was born in 1893 at Bowling Green, Virginia. He was educated at Randolph-Macon College, where he received both the B.A. and M.A. degrees. Later, he studied at Harvard and acquired a Master of Education degree from that institution. He is a member of the Harvard chapter of Phi Delta Kappa, an honorary educational fraternity.

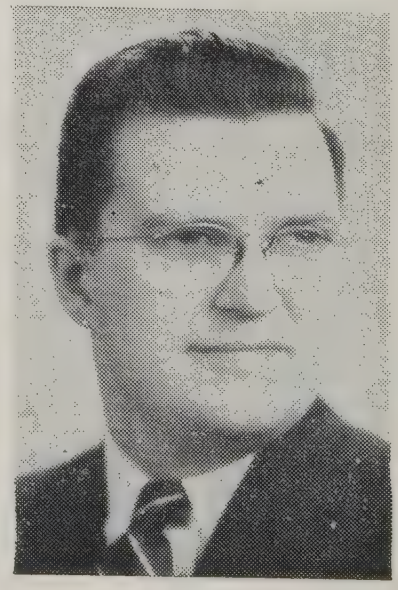
While a senior at Randolph-Macon, Mr. Riddick served as an instructor in Mathematics. After finishing there, he taught at Driver Agricultural High School, then served as principal of Courtland High School, assistant principal and head of the Mathematics Department at Maury High School in Norfolk, as principal of George Washington High School in Danville, and as principal of the Jefferson High School in Roanoke. He was in this last-named position when elected to the presidency of Blackstone College last spring.

Mr. Riddick is the son of the late Reverend W. H. Riddick, a well-known Methodist minister in the Virginia Conference, and is the brother of Dr. R. P. Riddick, now serving as a District Superintendent in that Conference.

7. William J. Scarborough

West Virginia Wesleyan College, Buckhannon, West Virginia

NEWEST College President in Methodism as this is written is Dr. William J. Scarborough who, on August 30, was elected President of West Virginia Wesleyan College, Buckhannon, West Virginia. Dr.



Scarborough has been Dean of Morningside College since 1943, where he has also served as head of the Department of Philosophy and Religion.

Dr. Scarborough received his Bachelor of Arts degree from Hamline University, Saint Paul, Minnesota. He continued graduate studies at Boston University, Boston Massachusetts, and from there received the Master of Arts, the Bachelor of Sacred Theology, and the Ph.D. degrees.

Dr. Scarborough came to Morningside College, Sioux City, from Cornell College, Mount Vernon, Iowa, where he was Professor of Psychology and Religion and Dean of the Chapel. Before going to Cornell, he was Professor of Philosophy and Religion and Dean of Men at McKendree College, Lebanon, Illinois. During this past summer, Dr. Scarborough served on the staff of Garrett Biblical Institute.

While in Sioux City, Dr. Scarborough served on the Board of Directors of the Sioux City Junior Chamber of Commerce, and was its program chairman during the past year. He is a member of the Northwest Iowa Conference of The Methodist Church, and has been chairman of the Conference Board of Ministerial Training for the past two years.

Dr. Scarborough has been a member of the Board of Advisors of the Iowa State Board of Nursing Examiners, Des Moines, Iowa. He has been Advisor of the Ikota area of the Student Y.M.C.A. and Y.W.C.A. He is a member of the Society of Biblical Literature and Exegesis; the National Association of Biblical Instructors; the National Educational Association; the Iowa State Teachers Association and the American Association of University Professors.

Dr. Scarborough is listed in *Prominent Personalities in American Methodism* and in *Who's Who in America.*

8. John L. Knight

Nebraska Wesleyan University,
Lincoln, Nebraska

A NATIVE of New Jersey, John L. Knight comes to the presidency of Nebraska Wesleyan University from a background of

training and experience extending from coast to coast. He received his pre-college training in the public schools of New Jersey and then entered Brothers College of Drew University from which he received his A.B. degree in 1939. In 1941 Boston awarded him a Master of Arts degree and other degrees came in rapid succession, the S.T.B. from the School of Theology of Boston University in 1942, and another M.A., this time from Vanderbilt University in 1943.

He has served pastorates in Massachusetts and in Tennessee. He is a member of the Oregon Conference, and since 1943 he has been Assistant Professor of Religion and Counselor on Religious Life at Willamette University, Salem, Oregon. He has written numerous articles and pamphlets.

A Life Commitment

JOHN O. GROSS

Secretary, Department of Institutions (General), Division of Educational Institutions, Board of Education, The Methodist Church

THE fact that during the past ten years 80 colleges have elected presidents indicates that 80 boards of trustees have faced the crises that go with transitions in administration. Perhaps the most significant service that trustees render is in providing their institutions with strong, effective, resourceful leaders. A wise choice reduces the hazards of frequent changes and gives a sense of stability.

While there have been many changes during the past ten years, the average years of service of 102 Methodist college presidents, up until June, 1946, was ten years. This is more than twice the national average for all schools. Fourteen of the presidents now serving have given 20 years or more to their respective colleges, and ten presidents have recently retired who had given an aggregate of 329 years to ten Methodist institutions. If a study were made of the accomplishments of the men who have given 20 years or more to their institutions, it would show that they built numerous buildings, added millions to the resources of their institutions, and in general brought the schools to a high and stable level.

A consistent corollary to the foregoing would be that institutions known for short presidential tenures generally have had difficulty in developing confidence among their respective constituencies. It cannot be reiterated too strongly that trustees have to think in terms of asking prospective presidents to give their lives—not a few years—to their institutions.

How old should a man be when he takes a college presidency? The average age of presidents now serving is 53, and the average age of the Methodist college president when first chosen is 45.

Should the college president be a layman or a minister? At present about three-fifths of the Methodist college presidents are ministers and two-fifths laymen. That the pastorate offers unique training for college administration is obvious. Yet, the qualifications for a college presidency demand skills that are found only in persons who have an understanding of the educational process, and this is not limited to ministers.

It is deeply encouraging to notice the concern that most college trustees have for the leadership of their institutions. Educational institutions will live and prosper when given the best sort of leadership.

"True education makes for inequality; the inequality of individuality, the inequality of success; the glorious inequality of talent, of genius; for inequality, not mediocrity, individual superiority, not standardization, is the measure of the progress of the world."—*Schelling.*

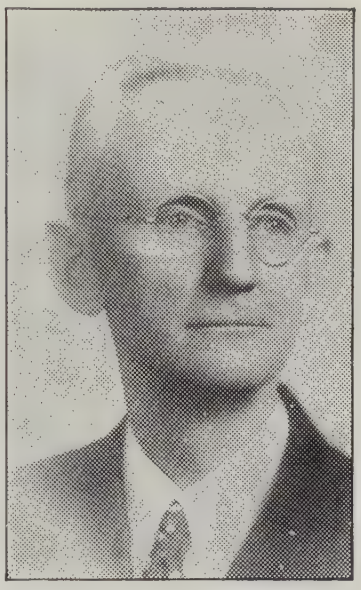
* * *

The University of Southern California (Los Angeles) has established a separate Department of Drama in the College of Letters, Arts, and Sciences. Previous to the creation of the separate Drama Department, students wishing to specialize in that field majored in Speech. The chairman of the new department is William Churchill de Mille. The department offers graduate work, making possible a major for the Master of Arts degree and a minor for the Ph.D. degree.

Florida Board of Education Launches Co-op

R. IRA BARNETT

Executive Secretary, Board of Education, Florida Conference



UNIQUE among Conference Board projects is the Georgia Seagle Co-operative recently launched at the University of Florida, Gainesville, as a home for young men of worthy character. It is made possible by a generous bequest from the late Mrs. Georgia Seagle Holland who resided in Gainesville.

The background of the enterprise is interesting. Some years ago Mrs. Holland, who had long been interested in the young men who attended the University, erected a three-story brick building on West University Avenue, near the Campus, and made it available to the Institution as a home for football players. It served this purpose for several years. Later, Mrs. Holland wrote into her will a stipulation that upon her death this building should become the property of the Board of Education of the Florida Conference of The Methodist Church to be used by the Board as a Christian Co-operative for students in the University. She specified that the building should always be open to young men of good character regardless of creed.

Mrs. Holland also left to the Board other valuable properties and various securities of high grade which are to serve as endowment for the building and are to make possible expansion of the project as such expansion may be justified. Provisions are also made in the will for financial assistance to students through a loan fund to be established and administered by the Board. The enterprise will begin its first year of operation with the coming of the Fall term of the University.

For the past several weeks applications have been coming in for places as charter members of the Georgia Seagle Co-operative, and it is already evident that more applications for membership will be received than can be accepted.

(*Continued from page 15*)

cident but only by purpose and by plan.

On this frontier of the formative years I am glad to be a part of the Methodist Student Movement with its constant call to those of unique ability for full-time religious work, and its challenge to all for growth and Christian stewardship in time and substance, talent and vocation. It is a joy to help it serve as a channel of resources for personal and social living, a school for churchmanship and a laboratory for community life. I am glad to be "out on a limb" on the growing edge of life.

Institute of Higher Education Continues to Grow and Serve

LIKE a long-distance runner hitting his stride after an excited and somewhat crowded start, the Institute of Higher Education, held July 29-August 2 in Nashville, Tennessee, seems to have found its place in the Methodist program and to have developed a technique that may be profitably followed for some years to come.

The need for a clearing house of new ideas in the field of higher education and for a conference in which problems and phases of educational programs might be freely discussed has been apparent for many years and has been the subject of numerous conferences and discussions.

The Institute had its actual beginning, however, two years ago in a short course in Public Relations. Encouraged by the success of this venture and by the significant service it rendered to the colleges, a more elaborate program was projected and carried through in 1945. It was called an Institutional Management Workshop, and within its schedule educational Public Relations Officers met together for a week under competent leadership.

During other weeks, college and university presidents, deans, business managers and finance officers met,

Some of the Program Leaders at Institute of Higher Education Recently Held in Nashville, Tennessee.

Standing, left to right: Dr. Joseph C. Heston, Dr. Gould Wickey, Dr. Charles B. Ketcham, Dr. Emerson Reck, Dr. John O. Gross, and Dr. Boyd M. McKeown.

Seated: Dean Forrest Brown, Mr. A. J. Lynn, Dr. John L. Seaton, and Dr. A. J. Brumbaugh.

each group in its sessions going to the heart of problems faced by its members. The 1945 Workshop also included administrative and managerial officers of various other church-related institutions, such as hospitals, homes, and settlement houses.

In this year's program, it seemed well that officers from educational institutions should all meet at the same time and that together they should listen to addresses on current topics and exchange ideas in general forums while working in section meetings during the afternoons on problems and activities of their own respective areas. Popular opinion placed this year's sessions at the head of the list in the point of program values and number of colleges reached.

Program headliners included Dr. A. J. Brumbaugh, Vice-President of the American Council on Education; Dr. John Dale Russell, newly elected chief of the Office of Education of the United States Government; and Dr. Emerson Reck, Director of Public Relations at Colgate University and author of a recent authoritative book in the field of educational public relations.

A brief but discriminating resume of the Institute's proceedings has been prepared by Dr. John L. Seaton under the title *From an Orchestra Seat.* Copies may be had by writing the Division of Educational Institutions, 810 Broadway. B. M. M.

Reck Blazes New Trail

WITH the publication of *Public Relations: a Program for Colleges and Universities,* by Harper and Brothers on September 11, institutions of higher education at long last have access to a thoroughgoing volume on the subject. The book was written by W. Emerson Reck, director of public relations at Colgate University, Hamilton, New York, and the foreword was written by Dr. Everett Case, Colgate's president, who says: ". . . one could wish this book might be read and reread by every man and woman who is employed by or associated with a college or university."

Like no previous volume on the subject, Mr. Reck's book emphasizes the principles, methods and media of public relations. Mr. Reck emphasizes again and again that public relations is a team job in which the faculty, students, alumni and trustees no less than the president and public relations director are, or should be, vitally concerned. The quality of the book is attested by the fact that it is endorsed by the Association of American Colleges, the American College Public Relations Association and the American Council on Public Relations.

The volume of 275 pages and index may be ordered from Harper and Brothers, 49 East 33rd Street, New York City. The price is $3.

B. M. M.

Alumni of Ohio Northern University (Ada, Ohio) have jokingly proposed observance of the school's "diamond" anniversary this year with a gift of President Robert O. McClure's weight in diamonds. The inspiration arose from reports of a similar act in Bombay, India, for Aga Khan, Moslem spiritual leader.

* * *

An intricate intercommunication system being considered by Denver University (Denver, Colo.) would permit four different types of classroom broadcasting simultaneously. The four channels would carry either radio or recordings to the university's classrooms and thus afford a type of direct education previously impossible.

Methodist Students and Leaders Attend World Federation Meeting

AS this is written the World Student Christian Federation meeting at Gwatt, Switzerland, is in full swing with a number of Method-

Dr. H. D. Bollinger

ist students and adult leaders of students in attendance at the rigidly delegated gathering. Letters thus far received from Dr. Hiel D. Bollinger, Head of the Department of Student Work in the Board of Education Staff and a member of the Methodist group at Gwatt, tell of a smooth voyage on the steamship "Washington" and of impressions gained in the opening sessions of the Federation meeting.

Since the "Washington" sailed on Saturday, the first full day at sea was Sunday. It was duly observed, a religious service being planned by the student delegates to the Switzerland meeting. Dr. Georgia Harkness, who was on her way to a meeting in England, was the speaker.

Other days on shipboard were marked by classes in conversational French during the morning hours and by study sessions in the afternoons in which theological interpretations by Miss Harkness were an important feature.

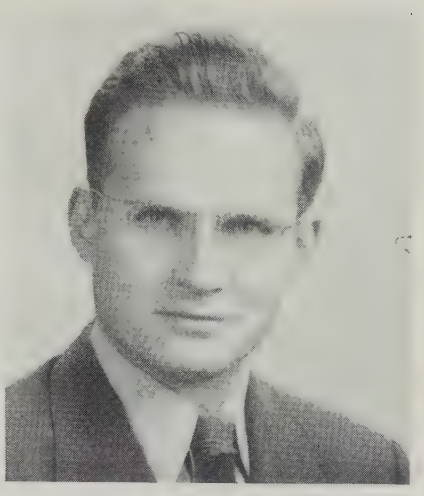
Methodist representatives in the World Christian Student Federation Meeting are John Deschner, formerly of the University of Texas and now a student in Yale Divinity School; Mildred Romedahl, of Simpson College, Indianola, Iowa; Otto Scott Steele, Jr., formerly of DePauw University and now of Boston University School of Theology; Dr. Hiel D. Bollinger and Mrs. Bollinger.

John Deschner did not make the Atlantic crossing with the other delegates but flew over in order to attend another student conference scheduled to be held just prior to the Federation meeting.

Two other Methodist students making the voyage with the group were Donald Wise of the Wesley

Mrs. H. D. Bollinger

Mildred Romedahl



John Deschner

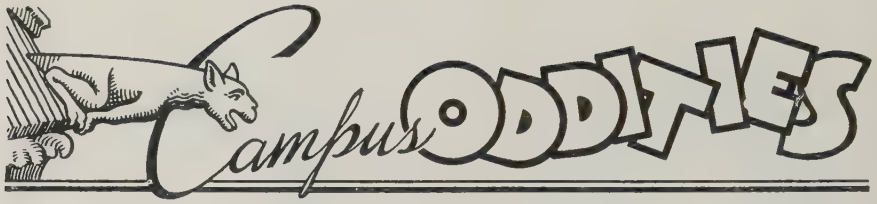
Foundation at the University of Illinois and Kenneth Jones, President of the Christian Fellowship at American University, Washington, D. C. They are serving as representatives of the Y.M.C.A.

"There is a quality and fineness," writes Dr. Bollinger, "about any international religious assembly that cannot be described. It must be experienced. It reaches its climax in the morning or evening prayers when each delegate repeats the Lord's Prayer in his own tongue.

After telling of the language difficulties and the difficulties with word meanings and their connotations when used by various speakers, Dr. Bollinger describes the sharp differences of political viewpoints held by the various delegates. Speaking of Communism and the problems it poses, he says, "Here is an ideology which has already made itself manifest all the way from India and China to France and Spain and other parts of the world. In other words, *it is world wide*. Sooner or later, democracy will have to come to grips with it.

"The important issue will be what will be the nature of the battle. Will it be ideological? Will it be purely in the area of politics? Or, will it mean war? The fate of mankind seems to hang on these answers. The writer believes that it is yet early enough to settle the issue of communism versus democracy by means of education and ideology. Perhaps it is better to say that if we can but make manifest the truths and the fruits of democracy, the issue can be won by democracy."

Otto Scott Steele, Jr.



A CASUAL stranger might mistake it for some crude monument to an early pioneer, but any Southwesterner could tell you it's a fine college tradition and a pretty accurate catalogue of alumni.

Actually, it *is* a pile of stones, or a Mound, as the family of Southwestern College at Winfield, Kansas, prefer to call it. It's more than 15 feet high now and there are some 7,000 stones cemented into it, each with the name of a Southwestern student carved upon it. In the flat and open country that is Kansas the Mound can be seen for miles, and many a curious tourist has stopped to inquire of its legend.

But the physical peculiarities of the Mound are not the important thing to Southwesterners, who have been indoctrinated into the tradition of the first night on the campus. On that night students, faculty, alumni —all those who make up the Southwestern family—assemble on the campus for the season's first pep rally. Then, as the hour of nine approaches, each wends his way by torchlight out to the Mound where the college band is playing and a

New students and a Southwestern professor get a closeup view of the Mound which grew into a tradition on the Kansas plains.

worshipful program is planned. A prayer is said, and some student orator discourses on Southwestern loyalty. As a climax to the ceremony, each new student files up to place his stone on the Mound, and the singing of the Alma Mater brings the service to a close. Next day the new stones are cemented into the Mound, symbolically making each new student a part of the whole.

The Mound tradition was started in 1927, at the suggestion of the dean of the college, and immediately became an important part of the orientation program. Congressman Dewey Short, then a professor of philosophy at Southwestern, was the first orator for the ceremony.

Contributed by Leroy Allen

"A similar split will be observed in education in several forms. The trend toward creating technicians and specialists, especially for expanded governmental activities, will progress even further, education becoming more and more training for getting one's living. It will leave the technician uneducated in the broad sense of the term. On the other hand, this one-sidedness will provoke forces striving for a deeper and broader cultivation of man's mind and character through grounding him in all the essential cultural values of the natural, social, and humanistic sciences, in philosophy and religion, in the fine arts and ethics. More and more attention will be given to the education of character and personality side by side with that of intellect.

"The endeavor will be to secure the acquaintance with all the main values of human knowledge and culture, to develop logical thought rather than memory and creative potentialities rather than a learning of this or that technique.

"As in other fields, schools and education will increasingly come under the supervision of government. Private schools and institutions will decline. On the other hand, a great deal of the real molding of man's mind and character will be done outside of the schools—by the family, occupational groups, religious organizations, the press, and radio. This extraschool education will largely neutralize the fashions and follies of the standardized school education prescribed by the governments and their 'experts.' "—*Pitirim A. Sorokin* in a chapter entitled The World We Shall Live In in *Making the Gospel Effective.*

* * *

For the first time, Evansville College (Evansville, Ind.) will award the Bachelor of Arts degree to students training for church secretarial positions. Dr. Edgar McKown, Dean of the College, said the course was set up because of the widespread need for church secretaries in all denominations. The course was organized after consultations were held with local ministers, church secretaries and other faculty members.

* * *

There is a marked trend among Southern institutions toward increased tuition charges, according to a study reported by Dean Paul T. Stone, of Huntingdon College (Montgomery, Ala.), in the "Proceedings of the Southern Association of College and University Business Officers." Dean Stone points out further that the amount of discounts and scholarships per student has been decreased; collections have improved in most institutions and have retrograded in none; the trend is markedly toward flat rates and consolidated charges instead of numerous fees.

Mark Hopkins sat on one end of a log,
And a farm boy sat on the other.
Mark Hopkins came as a pedagogue
But he taught as an elder brother.
—From "Education" by Arthur Guiterman, in Death and General Putnam (E. P. Dutton).

New Conditions Bring New Problems

MELVIN W. HYDE

Dean, Mount Union College,
Alliance, Ohio

A PRIMARY requisite for counseling is that the counselor shall be sensitive to human relationships. He must also be sympathetic and have a real respect for the individual and his problem. Most college deans have appreciated these important qualifications but they haven't until recently witnessed the types of problems that are today confronting the average veteran and the college where the veteran is attending school.

At the outset it must be said that the student who has lost time from school because of the war is very serious in his scholastic endeavors and as a result obtains higher grades than his seventeen- and eighteen-year-old high-school brothers and sisters. The maturity of the student together with certain personal war experiences pose counseling situations, however, that do not follow any usual patterns of prewar years. The five young people mentioned briefly below are illustrative of those seeking assistance through the office of the College Dean.

Charles arrived one morning much worried. His wife is expecting her first baby and the stork is very slow in coming. The entire trailer colony has been giving advice and comfort to the prospective father but apparently to no avail. Some hours after the visit at the office, a note arrived from Charles which read as follows: "My wife became a mother and I attended the birth!"

During long years in China, Jim regularly corresponded with the writer about his experiences, his personal problems, his dreams. The story of Brainstorm, the little Chinese boy adopted by this veteran and another of his buddies, would in itself make a good anecdote. Jim is back in college making one of his dreams come true. He now comes personally to the office to talk about certain problems which now include marriage as well as future vocation.

Jane lost her husband at Iwo Jima and in addition to caring for her two little children has been completing her preparations for teacher certification. Jane needed a vacation but, of course, the children wanted to be with their mother. After several conferences and the writing of a number of letters, Jane and her babies are, as this article is being written, spending the summer at Lake Chautauqua where a children's play supervision position is providing the means for a few weeks of relaxation before the opening of the fall term.

Whether the problem be one of marriage, failure, homesickness, nervousness, finances, vocational placement, bashfulness, methods of study, veterans service records, scheduling, health, religious need, admission to a graduate school, or to one of another type; the Deans in the colleges, especially, shall we say, in the church-related colleges, are more than ever before sensitive to human relationships, sympathetic with and respectful of the individual and his problem.

THE DEPARTMENT OF

The Methodist Student Movement

HIEL D. BOLLINGER

HARVEY C. BROWN HAROLD A. EHRENSPERGER

Conference Reports Available

Copies of the Report of the Regional Methodist Student Leadership Training Conferences have been released. This Report contains 107 pages of valuable materials for campus program planning groups. Approximately 600 student officers and their counselors participated in the regionals which produced these materials.

Staff Members on Leave

Two staff members of the Department of Student Work are now in Europe and the Far East. Dr. H. D. Bollinger is attending a meeting of the General Committee of the World's Student Christian Federation convening in Geneva, Switzerland.

Mr. Harold Ehrensperger, editorial secretary of the Department, is on his way to India to teach drama during this scholastic year.

Motive Assistant

Dick Schisler, a senior at Vanderbilt University, has been added to the staff of *motive* as a part-time assistant. He is a Brazilian citizen born of missionary parents. Dick plans to work in the field of religious journalism for The Methodist Church. He returns soon to the land of his birth as a Christian missionary.

Wesley Foundation Director to Philippines

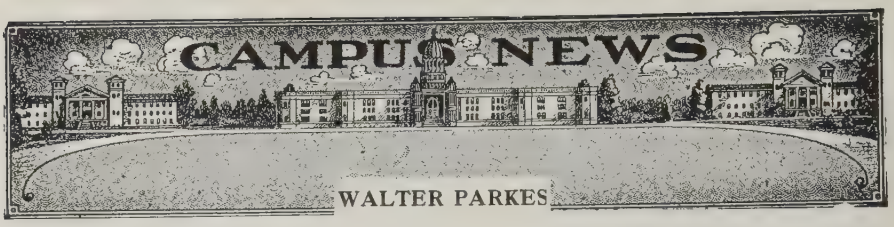
Reverend C. L. Spottswood, our Wesley Foundation director at the University of Florida, has accepted a call to work in the Philippines under the auspices of the Board of Missions of The Methodist Church. Mr. Spottswood is succeeded on the Florida campus by Reverend Jesse Lyons, a member of the Florida Conference, and recently returned from a chaplaincy in the Navy.

A New Book on Drama

We are happy to announce a real treat for all student councils, chapters of Wesley Players, and others interested in religious drama. Harold Ehrensperger's new book entitled *Conscience on Stage* (Abingdon-Cokesbury) will be released the first days of 1947. Religious drama has no greater authority in the nation than Harold Ehrensperger.

A Veteran Wesley Foundation Director Moves

Reverend and Mrs. Joe Brown Love, who have spent the last three years at the University of Illinois as members of the Wesley Foundation staff, now are in Nashville, as directors of the Foundation on Vanderbilt, Peabody and Scarritt campuses. Mrs. Love will give courses in drama and speech at Scarritt College for Christian Workers.



Record Enrollments at Most Colleges

When this issue of CHRISTIAN EDUCATION MAGAZINE comes off the press, the campuses of most American colleges and universities will be teeming with record numbers of students. Only a few institutions will be below their capacities; most will have crowded them far beyond the limits observed in prewar years.

A poll of Methodist-related colleges taken last spring by the Joint Committee on Public Relations revealed that a total of more than 130,000 students was anticipated in those schools for the fall term. At the present writing, all indications are that those anticipations will be exceeded, and that many colleges and universities have already accepted more students than they would have believed it possible to care for six months ago.

Throughout the summer this magazine received stories of campus housing problems and of the ways in which these problems were being met. Perhaps no more thrilling chronicle will ever be told on higher education than the story of sudden expansion to answer the needs of America's awakening youth.

Harvie Branscomb Becomes Vanderbilt Chancellor

A long-time leader in Methodist higher education, Dean Harvie Branscomb of the Duke University Divinity School, was last month named Chancellor of Vanderbilt University at Nashville, Tennessee. He succeeds Dr. O. C. Carmichael, who became president of the Carnegie Foundation for the Advancement of Teaching. Dr. Branscomb had served as Dean of the Duke Divinity School since 1944 and had been a member of the Duke faculty since 1925. He is a graduate of Birmingham-Southern College (Birmingham, Alabama) and of Oxford University.

Southwestern Annexes Texas Institution

The rapid expansion of facilities by colleges all over the nation took a somewhat unusual turn this summer when Southwestern University (Georgetown, Texas) annexed Daniel Baker College at near-by Brownwood. The program and curriculum of Daniel Baker have been unified with Southwestern's and officials were expecting some 200 to 300 students to enroll at the former for the fall term.

Boston Establishes New Department of Religion

Boston University (Boston, Massachusetts) last month announced the establishment of a new Department of Religion, with Dr. Carl Everett Purinton as head. Among courses to be offered by the department are: Religion in American Life; Religious Classics; Living Religions of the World; Religious Values in Modern Literature, and the New Testament as History and Literature.

Huntingdon Opens Doors to Men; Shatters 92-Year Tradition

For 92 years Huntingdon College (Montgomery, Alabama) has been a woman's college, but this fall its doors are opening to admit veterans and other men as day students. School authorities made the tradition-shattering move as Huntingdon's part in meeting the needs of America's suddenly overwhelming student body. Special courses such as pre-engineering and pre-law are being offered to the new men students.

Jeep Plays Role in Ground-breaking Ceremony

Always on the lookout for an original touch, the West Coast has set a precedent in ground-breaking ceremonies. At the College of Puget Sound (Tacoma, Washington) recently, school officials and friends held ground-breaking ceremonies for a new men's dormitory. After President Emeritus Edward H. Todd had turned the first shovel of earth, a jeep was hitched to a plow and members of the board of trustees took turns in plowing furrows. The jeep driver was, of course, a veteran, and was also president of the student body.

Emory Appoints Two New Deans

President Goodrich C. White of Emory University (Atlanta, Georgia) has announced the appointment of two new deans to the Emory staff. De Leroy E. Loemker has been made dean of the Graduate School, and Dr. R. Hugh Wood was recently elevated to the deanship of the School of Medicine. Both men were already members of the Emory faculty.

Syracuse Seminar on Public Relations

A Seminar on Public Relations for Higher Education held at Syracuse University (Syracuse, New York) in August featured lectures and discussions by some of the nation's leaders in the field of college public relations. Some 40 public relations and publicity officers from a number of Eastern colleges attended the week-long session, which was held in a sorority house on the Syracuse campus. Dr. Douglass W. Miller, director of public information of the university, was host to the seminar and Mr. W. Emerson Reck, director of public relations at Colgate University, was program director.

Wesleyan Radio Workshop Scheduled for Network Programs

The Radio Workshop of Wesleyan College (Macon, Georgia), which last year drew wide recognition for its dramatic programs, will go on the air over a network of nine Georgia stations next winter and spring. The school has entered an agreement with an Atlanta department store whereby the Workshop will produce 17 weekly programs to be financed by the store. The programs will be produced as a classroom project. The Macon station which broadcast Wesleyan's programs last year complimented the school by equipping a complete campus studio for use by the students.

POST SCRIPTS ON COLLEGE NEWS AND VIEWS

WALTER PARKES

Fraternities and sororities are in line to get a helping hand with their housing problems at Illinois Wesleyan University (Bloomington, Illinois). The school's board of trustees voted recently to provide a part of the funds for the construction of new fraternity and sorority houses when such projects have been approved by the university. Said the trustees in their resolution: "The university recognizes that adequate housing facilities for chapters of fraternities and sororities are of importance to the university and in the solution of the problem of properly housing its student body."

* * *

A program leading to the Bachelor of Science degree in the School of Nursing has been approved by the trustees of Meharry Medical College (Nashville, Tennessee). The program will run for three calendar years and will be open to students who have approximately 60 hours credit in a liberal arts course.

* * *

The University of Denver (Denver, Colorado) announces the appointment of R. Russell Porter as university Director of Radio. Among other duties, he will integrate courses in radio production, technique and management and will supervise the writing of all scripts relative to the University of Denver.

* * *

An article in the August, 1946, issue of the *Reader's Digest* features an Illinois Wesleyan University hero, Major John Wesley Powell. Major Powell was credited with being the first white man to explore the Grand Canyon of the Colorado River and his memory was honored in special ceremonies at the Illinois Wesleyan commencement exercises last June. He served at one time on the faculty of Illinois Wesleyan and a statue of him stands on the campus there.

* * *

Classrooms at Evansville College (Evansville, Ind.) will get a workout this fall. Classes will be scheduled without a break from 8 A.M. until 7:55 P.M. five days a week, with the Evening College classes running from 7:55 until 10 P.M. Some Saturday classes are also scheduled.

* * *

A new course in parent-teacher leadership was offered at Northwestern University (Evanston, Illinois) during August. The course was designed to help teachers and school administrators bridge the gap between home and school. Credit was given at the graduate level.

* * *

College of the Pacific (Stockton, California) officials expect the school to be one of the first educational institutions in the West to make use of FM radio. A license to build a transmitter on the campus has been approved and delivery of equipment has been promised for early fall.

* * *

A huge barn on what was once the University Farm at Syracuse University (Syracuse, New York) is being turned into a student center for student veterans and their wives who live in a large trailer colony adjoining the building. A dance floor, reading rooms and snack bars are being set up for the some 3,000 students of the colony.

The Aim of a Christian College

WALTER K. GREENE

The aim of a Christian College is not simply to train the intellect. It is not simply to prepare somebody to make a living. It is not simply to develop a sound body. It is not simply to teach somebody how to live with other people in helpful, cooperative fellowship. It is not simply to develop a disciplined will. It is not simply to provide adequate facilities, a store-house of knowledge, and instructional competence. It is not simply to train somebody in the essentials of good citizenship. It is not simply to teach somebody how to discriminate between the true and the false or how to make a proper assessment of essential values. It is not simply to stimulate intellectual curiosity, critical acumen, or creative imagination. It is not simply to develop a state of mind and a mode of conduct that result in loving God with all one's heart, soul, mind, and strength and in loving one's neighbor as oneself.

The real aim of a Christian College is to develop Christian character, which is the finished product and the sum total of all development and acquirement mentioned above.

The aim of the student should be to develop, within himself, the fullest possible measure of this Christian character. His method should be to find out all he can about himself and to find out all he can about the universe in which he exists in order that he may find out what work he is best fitted and called to do. His goal will be the most fruitful life and the most self-less service he can possibly achieve in the world in which he really lives.

It is almost too much even to dream about, and I assume that every Methodist minister believes it, but just suppose for a moment that *all the Methodist laymen* of South Carolina really believe what I have just said, as many of these laymen have shown that they believe it, do you think that Columbia, Lander, and Wofford would ever again be forced to magnify the virtue of their dynamics (tone, spirit, and atmosphere) in order to cover up the poverty of their mechanics physical facilities)?

Building these colleges is just like building our great Orphanage, sustaining our World Service, and building our Advocate Building—it is a matter of going into partnership with God because they all belong to Him and to that part of His Kingdom which is in South Carolina. He will see, too, that they are built and sustained wherever enough of us are willing to go into partnership with Him.

Because this is a spiritual universe in which we live, the building of Methodist colleges, Christian orphanages, and homes for Christian Advocates is absolutely dependent upon the degree to which Methodists believe that all they are, all they know, all they have, and all they can do is a trust from Almighty God to be used for their highest good, for the blessing of their fellow-men, for the glory of God, and for the advancement of His Kingdom.

"Into College Windows"

ALVIN N. ROGNESS

When my children attend a church college, which I confidently expect they may, I hope they will sit under teachers who are able to keep God in the center of their courses. This, I know, is no small achievement for an instructor.

With ancient Israel, God was in the center of everything. If they lost a battle, it was God showing his disfavor. If it didn't rain, God was punishing them. If a man lost his health, it meant that God was frowning on him.

Of course, I wouldn't want God blamed for everything. But I would like a teacher who had recaptured somewhat the centrality of God, which was Israel's.

In a course of history, for instance, I would like my child to see the movement of mankind in the drama of time as a play in which many either succeeded or failed, depending upon whether or not they heeded the eternal laws of God. I would like him to understand that on this stage God himself was a constant, unseen actor too, and that the other players could not ignore him, except to their sorrow and consternation.

Or, in sociology, politics, or economics, I would like my child to realize, as he appraised one social form against another, that no social form would be good unless the men and women who made it up were good. Society does not change by juggling its forms of organization; its only real change occurs when hearts and minds of men, one by one, become changed by the power of God.

Also, in the natural sciences, I would hope that the teacher would never let my child forget that advances in medicines which made men live longer were futile unless men lived better. Or, that to enable men to fly faster would be fruitless unless their errands were constructive and merciful. To build more bridges, higher buildings, and longer ships might only increase life's anguish unless man himself, the builder, were undergirded by noble motives.

Even in the fine arts I should like my child to feel that esthetics must bow to ethics, and that art is not always its own critic. Music that is powerful to arouse the baser passions of men is great music judged by its success in producing its avowed end; but it is ignoble and shameful art judged by ethics. I would hope that both art and the artist would be measured by whether or not God and his ends were glorified.

The church college has this "plus" objective in its program. Its teachers are "approved" by this world's best accrediting agencies. But, in addition, they are encouraged to tie all instruction together to God in the center, in whom we live and move and have our being.

What *Time* magazine termed "the first radio course in a theological seminary in America" has become one of the most popular classes at the Boston University School of Theology (Boston, Mass.). The two-hour class in "Preaching Through Radio" is limited to 12 students, who write and broadcast their own scripts over Boston stations.

Directory of Educational Institutions

Related to the Board of Education of The Methodist Church

	Institution	Accreditation	Location	President
	Universities			
1	American University	MS-U	Washington, D. C.	Paul F. Douglass
2	Boston University	A-NE-U	Boston, Mass.	Daniel L. Marsh
3	Duke University	A-S-U	Durham, N. C.	R. L. Flowers
4	Emory University	A-S-U	Emory University, Ga.	Goodrich C. White
5	Northwestern University	A-NC-U	Evanston, Ill.	Franklyn B. Snyder
6	Southern Methodist University	A-S-U	Dallas, Texas	Umphrey Lee
7	Syracuse University	A-MS-U	Syracuse, N. Y.	William P. Tolley, Chan.
8	University of Denver	A-NC-U	Denver, Colo.	C. F. Gates, Chan.
9	University of Southern California	A-W-U	Los Angeles, Calif.	Rufus B. von KleinSmid
	Schools of Theology			
1	Boston University School of Theology	T-U	Boston, Mass.	W. G. Muelder, Dean
2	Candler School of Theology	T-U	Emory University, Ga.	H. B. Trimble, Dean
3	Drew University	T-U	Madison, N. J.	Arlo A. Brown L. H. Hough, Dean
4	Divinity School of Duke University	T-U	Durham, N. C.	
†5	Gammon Theological Seminary	T-U	Atlanta, Ga.	J. W. Haywood
6	Garrett Biblical Institute	T-U	Evanston, Ill.	Horace G. Smith
7	Iliff School of Theology	T-U	Denver, Colo.	W. H. Bernhardt, Act. Pres.
8	School of Religion, U. of Sou. Calif.	T-U	Los Angeles, Calif.	I. G. Whitechurch, Dean
9	School of Theology, S. M. U.	T-U	Dallas, Texas	Eugene B. Hawk, Dean
10	Westminster Theological Seminary	T-U	Westminster, Md.	Lester A. Welliver
	Colleges			
1	Adrian College	D	Adrian, Mich.	Samuel J. Harrison
2	Albion College	A-NC-U	Albion, Mich.	W. W. Whitehouse
3	Allegheny College	A-MS-U	Meadville, Pa.	J. R. Schultz
4	Athens College		Athens, Ala.	E. R. Naylor
5	Baker University	A-NC-U	Baldwin, Kan.	Nelson P. Horn
6	Baldwin-Wallace College	A-NC-U	Berea, Ohio	Louis C. Wright
†7	Bennett College	S^1-U	Greensboro, N. C.	David D. Jones
8	Birmingham-Southern College	A-S-U	Birmingham, Ala.	George R. Stuart
9	Brothers College, Drew University	MS-U	Madison, N. J.	Arlo A. Brown F. G. Lankard, Dean
10	Centenary College of Louisiana	S-U	Shreveport, La.	Joe J. Mickle
11	Central College	A-NC-U	Fayette, Mo.	Harry S. De Vore
†12	Claflin College	D	Orangeburg, S. C.	J. J. Seabrook
†13	Clark College	S^1-U	Atlanta, Ga.	James P. Brawley
14	College of Puget Sound	A-NW-U	Tacoma, Wash.	R. Franklin Thompson
15	College of the Pacific	A-NW-U	Stockton, Calif.	Tully C. Knoles
16	Columbia College	S-U	Columbia, S. C.	J. C. Guilds
17	Cornell College	A-NC-U	Mount Vernon, Iowa	Russell Cole
18	Dakota Wesleyan University	NC-U	Mitchell, S. Dak.	Joseph H. Edge
19	DePauw University	A-NC-U	Greencastle, Ind.	Clyde E. Wildman
20	Dickinson College	A-MS-U	Carlisle, Pa.	W. W. Edel
†21	Dillard University	S^1-U	New Orleans, La.	A. W. Dent

† Negro institutions.
A Association of American Universities.
AMA American Medical Association.
MS Middle States Association of Colleges and Secondary Schools.
NC North Central Association of Colleges and Secondary Schools.
NE New England Association of Colleges and Secondary Schools.
NW Northwest Association of Secondary and Higher Schools.
S Southern Association of Colleges and Secondary Schools.
S^1 Southern Association of Colleges and Secondary Schools, Negro Schools Class "A."
S^2 Southern Association of Colleges and Secondary Schools, Negro Schools Class "B."
S^3 Southern Association of Colleges and Secondary Schools, High School.
T American Association of Theological Schools.
U University Senate of The Methodist Church.
D Not accredited but approved for the training of ministers under Paragraph 323, Methodist *Discipline*, 1944 edition.

	Institution	Accreditation	Location	President
22	Emory and Henry College	S-U	Emory, Va.	Foye G. Gibson
23	Evansville College	NC-U	Evansville, Ind.	Lincoln B. Hale
24	Florida Southern College	S-U	Lakeland, Fla.	Ludd M. Spivey
25	Greensboro College	S-U	Greensboro, N. C.	L. L. Gobbel
26	Hamline University	A-NC-U	St. Paul, Minn.	Charles M. Pace
27	Hendrix College	A-NC-U	Conway, Ark.	M. L. Ellis
28	High Point College		High Point, N. C.	G. I. Humphreys
29	Huntingdon College	S-U	Montgomery, Ala.	Hubert Searcy
30	Illinois Wesleyan University	A-NC-U	Bloomington, Ill.	Wm. E. Shaw
31	Iowa esleyan University	NC-U	Mount Pleasant, Iowa	Stanley B. Niles
32	Kansas Wesleyan University	D	Salina, Kan.	H. J. Root
33	Kentucky Wesleyan College	D	Winchester, Ky.	Paul Shell Powell
34	La Grange College	U	La Grange, Ga.	Hubert Quillian
35	Lambuth College		Jackson, Tenn.	R. E. Womack
36	Lander College		Greenwood, S. C.	J. M. Rast
37	Lawrence College	A-NC-U	Appleton, Wis.	N. M. Pusey
38	MacMurray College	A-NC-U	Jacksonville, Ill.	Clarence P. McClelland
39	McKendree College	D	Lebanon, Ill.	C. C. Bracy
40	McMurry College		Abiline, Texas	H. G. Cooke
41	Millsaps College	A-S-U	Jackson, Miss.	M. L. Smith
42	Morningside College	NC-U	Sioux City, Iowa	Earl A. Roadman
43	Mount Union College	A-NC-U	Alliance, Ohio	Charles B. Ketcham
44	Nebraska Wesleyan University	NC-U	Lincoln, Neb.	J. L. Knight, Chan.
45	Ohio Northern University	D	Ada, Ohio	Robert O. McClure
46	Ohio Wesleyan University	A-NC-U	Delaware, Ohio	H. J. Burgstahler
47	Oklahoma City University	D	Oklahoma City, Okla.	C. Q. Smith
48	Polytechnic-Intermountain College	NW-U	Billings, Mont.	E. L. Eaton
†49	Philander Smith College	D	Little Rock, Ark.	M. LaFayette Harris
50	Randolph-Macon Coll ge	A-S-U	Ashland, Va.	J. Earl Moreland
51	Randolph-Macon Woman's College	A-S-U	Lynchburg, Va.	Theodore H. Jack
†52	Rust College		Holly Springs, Miss.	L. M. McCoy
†53	Samuel Huston College	S²-U	Austin, Texas	Karl Downs
54	Scarritt College for Christian Workers	S-U	Nashville, Tenn.	Hugh C. Stuntz
55	Simpson College	A-NC-U	In ianola, Iowa	Edwin E. Voigt
56	Southwestern College	NC-U	Winfield, Kan.	Mearl P. Culver
57	Southwestern University	S-U	Georgetown, Texas	J. N. R. Score
58	Texas Wesleyan College		Fort Worth, Texas	Law Sone
59	Union College	S-U	Barbourville, Ky.	Conway Boatman
60	University of Chattanooga	A-S-U	Chattanooga, Tenn.	David A. Lockmiller
61	Wesleyan College	S-U	Macon, Ga.	N. C. McPherson, Jr.
62	Wesleyan University	A-NE-U	Middletown, Conn.	Victor P. Butterfield
63	West Virginia Wesleyan College	NC-U	Buckhannon, W. Va.	W. J. Scarborough
64	Western Maryland College	MS-U	Westminster, Md.	F. G. Holloway
†65	Wiley College	S¹-U	Marshall, Texas	E. C. McLeod
66	Willamette University	A-NW-U	Salem, Ore.	G. Herbert Smith
67	Wofford College	A-S-U	Spartanburg, S. C.	W. K. Greene
	Junior Colleges			
1	Andrew College	S-U	Cuthbert, Ga.	S. C. Olliff
†2	Bethune-Cookman College	S²-U	Daytona Beach, Fla.	James H. Colston
3	Blackstone College		Blackstone, Va.	J. D. Riddick
4	Brevard College		Brevard, N. C.	E. J. Coltrane
5	Centenary Junior College	MS-U	Hackettstown, N. J.	Hurst R. Anderson
6	Emory Junior College	S-U	Oxford, Ga.	V. Y. C. Eady, Dean
7	Emory Junior College		Valdosta, Ga.	(Moved to Emory U. for duration)

	Institution	Accreditation	Location	President
8	Evanston Collegiate Institute	D	Evanston, Ill.	T. Otmann Firing
9	Green Mountain Junior College	NE-U	Poultney, Vt.	Howard Ackley
10	Hiwassee College		Madisonville, Tenn.	D. R Youell
11	Kents Hill Junior College		Kents Hill, Me.	William W. Dunn
12	Lindsey-Wilson Junior College		Columbia, Ky.	V. P. Henry
13	Lon Morris College	S-U	Jacksonville, Texas	Cecil Peeples
14	Louisburg College		Louisburg, N. C.	Walter Patten
15	Martin College		Pulaski, Tenn.	E. E. Elam
†16	Morristown-Normal and Industrial College	D	Morristown, Tenn.	M. W. Boyd
17	Port Arthur College (Junior Business College)		Port Arthur, Texas	W. D. Mauldin
18	Reinhardt College		Waleska, Ga.	J. R. Burgess, Jr.
19	Snead Junior College	S-U	Boaz, Ala.	Festus M. Cook
20	Tennessee Wesleyan College	S-U	Athens, Tenn.	James L. Robb
21	Tilton Junior College	D	Tilton, N. H.	James E. Coons
22	Vermont Junior College	D	Montpelier, Vt.	John H. Kingsley
23	Weatherford College		Weatherford, Texas	J. R. Carruth, Dean
24	Wesley Junior College	U	Dover, Del.	O. A. Bartley
25	Westminster College Affiliated with Southwestern University		Tehuacana, Texas	G. A. Steinman, Dean
26	Williamsport-Dickinson Junior College	MS-U	Williamsport, Pa.	John W. Long
27	Young Harris College	S-U	Young Harris, Ga.	J. W. Sharp
	Secondary Schools			
1	Baxter Seminary	S-U	Baxter, Tenn.	Harry L. Upperman
2	Drew Seminary for Young Women	MS-U	Carmel, N. Y.	Philip S. Watters
†3	Gilbert Academy	S-U	New Orleans, La.	Margaret Davis Bowen
4	Kents Hill Preparatory School	NE-U	Kents Hill, Me.	William W. Dunn
5	Pennington School	MS-U	Pennington, N. J.	J. R. Crompton, Headmaster
6	Randolph-Macon Academy	S-U	Front Royal, Va.	John C. Boggs
7	Tilton School	NE-U	Tilton, N. H.	James E. Coons
8	Wilbraham Academy	NE-U	Wilbraham, Mass.	Charles S. Stevens, Headmaster
9	Williamsport-Dickinson Seminary	MS-U	Williamsport, Pa.	John W. Long
10	Wyoming Seminary	MS-U	Kingston, Pa.	Wilbur H. Fleck
	Training Schools			
1	Chicago Training School (Affiliated with Garrett Biblical Institute)	V	Evanston, Ill.	H. G. Smith, Director
2	Scarritt College for Christian Workers	S-U	Nashville, Tenn.	Hugh C. Stuntz
	Professional Schools			
††1	Flint-Goodridge Hospital, illard Univ.	AMA-U	New Orleans, La.	John L. Procope, Supt.
†2	Meharry Medical College	AMA-U	Nashville, Tenn.	M. Don Clawson
	Affiliated College			
1	Wesley College	D	University Station, Grand Forks, N. Dak.	T. Ross Hicks

Directory

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Alabama Polytechnic Institute
Miss Mary Moling Kirkman, 205 S. Gay, Auburn, Ala. (Associate Director of W. F.)

State Teachers College
Rev. Elbert Butterly, First Methodist Church, Jacksonville, Ala. (W. F. Pastor)

University of Alabama
Dr. William Graham Echols, 614 Tenth Ave., Tuscaloosa, Ala. (Minister and Director of W. F.)

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Arizona State Teachers College
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University of Arizona
Rev. Franklin W. Greene, Box 4594, University Station, Tucson, Ariz. (Associate Minister and Associate Director in Charge of Student Work)

ARKANSAS

A. & M. College
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A. & M. College
Rev. C. E. Whitten, First Methodist Church, Monticello, Ark. (Minister and Director of W. F.)

Arkansas State College
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University of California
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Colorado State College of Education
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Dr. Robert L. Tucker, 105 College St., care First Methodist Church, New Haven 11, Conn. (Minister and Director of W. F.)

DISTRICT OF COLUMBIA

Howard University
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FLORIDA

Florida State College for Women
Miss Alpharetta Leeper, 705 W. Jefferson St., Tallahasse, Fla. (Deaconess)

Rollins College
Rev. Kenneth Rogers, The Methodist Church, Winter Park, Fla. (Minister)

University of Florida
Rev. Jesse L. Lyons, 1546 W. University Ave., Gainesville, Fla. (Director of W. F.)

University of Miami
Dr. J. H. Daniel, P. O. Box 601, Coral Gables, Miami, Fla. (Minister)

GEORGIA

Georgia School of Technology
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Georgia State College for Women
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North Georgia State College
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Rev. R. Claude Singleton, 295 W. Southview Dr., Athens, Ga. (Director of W. F.)

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Lewiston State Normal School
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University of Idaho
Mrs. Mildred Bliss, 822 Elm St., Moscow, Idaho (Associate Director of W. F.)

University of Idaho, Southern Branch
Rev. Leroy H. Walker, 122 S. Garfield, Pocatello, Idaho (Minister and Director of W. F.)

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Chicago Medical Center
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Illinois State Normal University
Miss Martha Bussert, Illinois State Normal University, Normal, Ill. (Assistant Director)

University of Chicago
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University of Illinois
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Ball State Teachers College
Rev. Ralph Graham, 100 Block N. College Ave., Muncie, Ind. (Minister and Director of W. F.)

Indiana State Teachers College
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Indiana University
Rev. J. Kenneth Forbes, 114 S. Lincoln, Bloomington, Ind. (Minister to Students)

Purdue University
Rev. Eugene Balsley, 435 State St., West Lafayette, Ind. (Director of W. F.)

IOWA

Grinnell College
Rev. W. F. Overhulser, The Methodist Church, Grinnell, Iowa (Minister)

Iowa State College
Mrs. Allison Hopkinson, 21 Crawford Apts., Ames, Iowa (Director of Student Work)

Iowa State Teachers College
Mrs. Ella B. Bradford, 2422 College St., Cedar Falls, Iowa (Associate Director)

State University of Iowa
Rev. Victor Goff, 120 N. Dubuque, Iowa City, Iowa (Associate Director)

KANSAS

Emporia Teachers College
Rev. Howard W. Black, 1243½ Highland Street, Emporia, Kans. (Minister to Students)

Fort Hays Teachers College
Rev. Dee W. Walburn, Box 505, Hays, Kans. (Associate Director)

Kansas State College
Rev. B. A. Rogers, 1630 Osage, Manhattan, Kans. (Director of W. F.)

Kansas State Teachers College
Rev. Gordon B. Thompson, 510 W. Euclid Ave., Pittsburgh, Kan. (Minister and Director of W. F.)

University of Kansas
Rev. Edwin F. Price, 1209 Tennessee St., Lawrence, Kans. (Director of W. F.)

KENTUCKY

Eastern Kentucky State Teachers College
Rev. W. A. E. Johnson, First Methodist Church, Richmond, Ky. (Minister)

Morehead State Teachers College
Rev. David B. Sageser, Morehead Methodist Church, Morehead, Ky. (Minister and Director of W. F.)

Murray State Teachers College
Miss Virginia Honchell, Murray State Teachers College, Murray, Ky. (Director of W. F.)

University of Kentucky
Rev. W. Bruce Strother, First Methodist Church, 216 W. High St., Lexington 26, Ky. (Director of W. F.)

Western Kentucky State Teachers College
Rev. C. E. Hawkins, Jr., State Street Methodist Church, Bowling Green, Ky. (Minister and Director of W. F.)

LOUISIANA

Louisiana Polytechnic Institute
Rev. Norman G. Preston, Jr., Box 34,

Tech Station, Ruston, La. (Director of W. F.)

Louisiana State Normal College
Miss Lucile Pierce, Box 1244, College Station, Natchitoches, La. (Director of W. F.)

Louisiana State University
Rev. Clifford Zirkel, Jr., University Station, Box 8595, Baton Rouge, La. (Director of W. F.)

Southeastern College
Miss Marie DeLaughter, Box 46, College Station, Hammond, La. (Director of Student Activities)

Southwestern Louisiana Institute
Miss Pearlye Maye Kelley, Lafayette, La. (Methodist Student Counselor)

Tulane-Newcomb
Rev. Bob Jamieson, Carrollton Avenue Methodist Church, New Orleans, La. (Part-time Director of W. F.)

MAINE

University of Maine
Rev. Chauncey Wentworth, 38 Oak, Orono, Maine (Minister and Director of W. F.)

MARYLAND

University of Maryand and George Washington University (Washington, D. C.)
Rev. James T. Bard, University of Maryland, College Park, Md. (Methodist Student Worker)

MASSACHUSETTS

Harvard University
Dr. Earl H. Furgeson, 38 Langdon St., Cambridge 38, Mass. (Minister and Director of W. F.)

Massachusetts State College
Dr. Edgar Bruce Wilson, Wesley Methodist Church, Amherst, Mass. (Minister and Director of W. F.)

Smith College
Rev. T. Ross Hicks, 15 Massasoit, Northampton, Mass. (Minister and Director of W. F.)

Wesley Foundation in Boston
Rev. Leslie H. Johnson, Copley Methodist Church, Exeter and Newbury Streets, Boston 16, Mass. (Minister and Director of W. F.)

MICHIGAN

Central State Teachers College
Mr. Emil Pfister, 1017 E. Broadway, Mt. Pleasant, Mich. (Student Director)

Michigan College of Mining and Technology
Rev. William Cardwell Prout, Grace Methodist Church, Houghton, Mich. (Minister and Director of W. F.)

Michigan State College
Rev. M. E. McCullough, The Peoples Church, 200 W. Grand River, East Lansing, Mich. (Director of Men Students—Christian Student Foundation)

Michigan State Normal College
Rev. W. B. Heyler, 212 Washtehaw, Ypsilanti, Mich. (Minister and Director of W. F.)

Northern State Teachers College
Dr. F. C. Vosburg, 202 E. Hewitt Ave., Marquette, Mich. (Minister and Director of W. F.)

University of Michigan
Miss Kathleen Davis, First Methodist Church, Ann Arbor, Mich. (Associate Director)

Wayne University
Rev. Rudolph Boyce, New Detroit Methodist Church, 3749 Caxton Ave., Detroit 7, Mich. (Director of Wesley Foundation)

MINNESOTA

University of Minnesota
Rev. Virgil Kraft, 1209 4th St., S. E., Minneapolis, Minn. (Director of W. F.)

University of Minnesota, Department of Agriculture
Miss Maybelle McCullough, 2200 Hillside at Como, St. Paul, Minn. (Associate Director)

MISSISSIPPI

Mississippi State College
Rev. Phil H. Grice, First Methodist Church, Starkville, Miss. (Minister)

Mississippi State College for Women
Miss Elizabeth Tittsworth, 224 11th St., S., Columbus, Miss. (Director of W. F.)

University of Mississippi
Rev. W. J. Cunningham, First Methodist Church, Oxford, Miss. (Minister and Director of W. F.)

MISSOURI

Central Missouri State Teachers College
Rev. J. M. Shockley, 302 College Ave., Warrensburg, Mo. (Minister and Director of W. F.)

Missouri School of the Mines
Rev. Ralph H. Hicks, 803 Main, Rolla, Mo.

Southeast Missouri State Teachers College
Rev. John L. Taylor, Centenary Methodist Church, Cape Girardeau, Mo.

University of Missouri and Missouri Bible College
Rev. Walter Hearn, Bible College of

Missouri, Columbia, Mo. (Director of W. F.)

MONTANA

Montana State College
Rev. Walter C. Wampler, 109 W. Olive, Bozeman, Mont. (Minister of First Church and Director of W. F.)

NEBRASKA

Chadron State Teachers College
Rev. Curtis Norlin, Chadron, Nebr.
Curtis State Agricultural School
Rev. Leslie A. Moore, Curtis, Nebr.
Kearney State Teachers College
Rev. Ray N. Spooner, Kearney, Nebr.
Peru State Teachers College
Rev. H. A. Taylor, Peru, Nebr.
University of Nebraska
Rev. Robert E. Drew, 1417 R Street, Lincoln, Nebr. (Director of W. F.)
Wayne State Teachers College
Dr. Victor West, Wayne, Nebr.

NEVADA

University of Nevada
Rev. Don S. Fleming, First Methodist Church, Reno, Nev.

NEW JERSEY

Princeton University
Rev. Lynn H. Corson, 2 Hamilton Rd., Princeton, N. J. (Minister)
Rutgers University (New Brunswick, N. J.)
Rev. F. Norman Van Brunt, Trinity Methodist Church, Highland Park, N. J.

NEW MEXICO

Eastern New Mexico College
Rev. Charles S. Walker, care Eastern New Mexico College, Portales, N. M. (Associate Professor of Religious Education)
New Mexico State College
Rev. C. A. Ridge, St. Paul's Church, Las Cruces, N. M. (Minister)
New Mexico Highlands University
Rev. Bob Evans, 716 8th St., Las Vegas, N. M.
University of New Mexico
Rev. Austin Dillon, First Methodist Church, Albuquerque, N. M. (Minister)

NEW YORK

Cornell University
Rev. Allen C. Best, Barnes Hall, Ithaca, N. Y. (University Pastor)
New York University
Dr. John M. Pearson, Washington Square Methodist Church, 133 W. 4th St., New York, N. Y. (Minister)
Rennsalaer Polytechnic Institute
Dr. Seymour A. Smith, Rennsalaer Polytechnic Institute, Troy, N. Y. (Resident Chaplain)

NORTH CAROLINA

North Carolina State College
Rev. John M. Hamm, Wesley Foundation, North Carolina State College, Raleigh, N. C. (Director of W. F.)
State Teachers College
Miss Mamiej Chandler, W. F. Center, 500 E. 5th St., Greenville, N. C.
University of North Carolina
Rev. Henry J. Ruark, P. O. Box 676, University Methodist Church, Chapel Hill, N. C. (Minister)
Woman's College of the University of North Carolina
Miss Louise Panigot, College Place Methodist Church, Greensboro, N. C. (Director of W. F.)

NORTH DAKOTA

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North Dakota State University and Wesley College
Rev. Royer H. Woodburn, 1420 University Ave., Grand Forks, N. D. (Director of W. F.)

OHIO

Bowling Green Normal College
Rev. James L. Stoner, Apt 2, University Court, Bowling Green, Ohio (Director of Student Christian Fellowship)
College of Wooster
Rev. Theodore C. Mayer, First Methodist Church, Wooster, Ohio (Minister)
Kent State University
Mr. Donald Barss, 545 S. Lincoln St., Kent, Ohio (Director of W. F.)
Miami University
Rev. Albert S. Slack, 101 E. Church St., Oxford, Ohio (Minister and Director of W. F.)
Oberlin College
Rev. Wilbur E. Goist, 33 W. Vine St., Oberlin, Ohio (Minister and Student Director)
Ohio State University
Rev. Lee C. Moorhead, Indianola Student Center, 82 16th Ave., Columbus 1, Ohio. Miss Jane McCulloch, King Ave. Methodist Church, Columbus 1, Ohio.
Ohio University
Rev. Donald Allen, 8½ Church St., Athens, Ohio (Minister for Students)
University of Cincinnati
Mr. Richard L. Stevens, R. No. 1, Box

54-S, Cincinnati 27, Ohio (Counselor for Students)

OKLAHOMA

Central State Teachers College
Rev. Luman T. Cockerill, First Methodist Church, Edmond, Okla. (Minister)
East Central State College
Mr. Charles R. Cooley, Knight Hall, Ada, Okla. (Student Director)
Northeasten State College
Rev. O. A. Morris, Tahlequah, Okla. (Minister and Director)
Northwestern State Teachers College
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Oklahoma Agricultural and Mechanical College
Rev. Kenneth W. Copeland, Stillwater Methodist Church, Stillwater, Okla. (Minister)
Oklahoma College for Women
Rev. Don Schooler, Epworth Methodist Church, Chickasha, Okla. (Minister)
Panhandle A. & M. College
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Southwestern Institute of Technology
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University of Oklahoma
Rev. Vaughn Smith, McFarlin Memorial Methodist Church, Norman, Okla. (Director of W. F.)

OREGON

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University of Oregon
Mr. David Seaman, 1347 Onyx St., Eugene, Ore. (Director)

PENNSYLVANIA

Bucknell University
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Pennsylvania State College
Dr. Malcolm V. Mussina, 285 E. College Ave., State College, Pa. (W. F. Pastor)
University of Pennsylvania
Rev. Howard Brettle, 3601 Locust, Philadelphia, Pa. (Minister and Director of W. F.)

SOUTH CAROLINA

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University of South Carolina and Columbia College
Mrs. Billy D. Hayes, Washington Street Methodist Church, Columbia, S. C. (Director of W. F.)
Winthrop College
Miss June Cannon, St. John's Methodist Church, Rock Hill, S. C. (Director of W. F.)

SOUTH DAKOTA

South Dakota State College
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University of South Dakota
Rev. John Van Leach, 14 N. Dakota, Vermillion, S. D. (Minister and Director of W. F.)

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Vanderbilt-Scarritt-Peabody
Rev. Joe Brown Love, 2108 Westwood Ave., Nashville, Tenn. (Director)

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A. & M. College
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East Texas State Teachers College
Miss Frances Burns, The Methodist Church, Commerce, Texas (Associate Director of W. F.)
John Tarleton Agricultural College
Rev. Elmer C. Carter, Stephenville, Texas (Director of W. F.)
North Texas State Teachers College and Texas State College for Women
Miss Jewell Posey, Box 47, Denton, Texas (Associate Director of W. F.)
North Texas Agricultural College
Rev. T. H. Burton, The Methodist Church, Arlington, Texas (Minister)
Rice Institute
Rev. Ed McClesky, St. Paul's Methodist Church, Houston 4, Texas (Associate Minister)
Sam Houston State Teachers College
Rev. Jack Sparling, Box 728, Huntsville, Texas (Minister and Director)
Southwest Texas State Teachers College

Rev. J. Troy Hickman, First Methodist Church, San Marcos, Texas (Minister)

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Rev. Harry N. Holmes, 211 Burke St., Nacogdoches, Texas (Director of W. F.)

Texas College of Arts and Industries
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University of Houston
Mrs. W. E. Vater, 3213 Prospect, Houston, Texas

University of Texas
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Mary Washington College
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Roanoke College
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University of Virginia
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Virginia State Teachers College
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WASHINGTON

Central Washington College of Education
Rev. R. L. LaMott, 303 E. Third St., Ellensburg, Wash. (Minister and Director of W. F.)

State College of Washington
Mr. Calvin Sutherlin, Simpson Methodist Church, Pullman, Wash. (Assistant Director)

University of Washington
Rev. Frank Goodnough, 4205 15th, N. E., Seattle, Wash. (Director of W. F.)

WEST VIRGINIA

West Virginia University
Rev. Robert Sanks, Wesley Methodist Church, Morgantown, W. Va. (Associate Director and Pastor for Students)

WISCONSIN

Central State Teachers College
Rev. Clifford M. Fritz, 447 Strongs Ave., Stevens Point, Wis. (Minister)

Eau Claire State Teachers College
Rev. Harry Friedman, 329 Lake St., Eau Claire, Wis. (Minister)

University of Wisconsin
Rev. Oscar Adam, 1127 University, Madison 5, Wis. (Minister and Director of Student Work)

WYOMING

University of Wyoming
Rev. C. A. Nowlen, 204 S. 5th, Laramie, Wyo. (Minister and Director of W. F.)